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VOLUME III NUMBER 4

News Bulletin

of the

American Vocational Association

November 1928

PUBLISHED QUARTERLY IN INDIANAPOLIS, INDIANA

CONFIDENCE

A recent survey shows that during the school year of 1927-1928 a larger percentage of the printing materials sold to schools in the United States was furnished by the American Type Founders Company than by any other firm.

WHY?

The answer is: Because of selling only the highest quality of merchandise, rendering superior service and furnishing professional cooperation. These factors, by inspiring confidence in the minds of the school board, superintendent and supervisor, have enabled the American Type Founders Company to rise above the mere competitive method of selling to schools.

Printing Materials

The materials offered for sale by the American Type Founders Company for school purposes are identically the same in quality as are generally installed in modern commercial printshops.

The American School Type Cabinet No. 9178, the American School Imposing Table (two sizes) and the American School Pressroom Cabinet have been especially designed to facilitate instruction and to accommodate the comparatively small stature of school pupils.

Century Schoolbook type was designed according to specifications laid down by leading scientific authorities. It is the most legible type face ever made and considerable quantities have been sold to schools. Its use relieves the school authorities of a great responsibility in the care of children's eyesight. Hundreds of other type faces designed and produced by the American Type Founders Company offer a wide range of selection.

The American Type Founders Company has Selling Houses in most large cities. This affords the school executive close contact with the Company and prompt delivery of materials.

Service

The Education Department of the American Type Founders Company is equipped to help any school superintendent who expects to install printing in one school or several schools. Whatever the type of school or number of pupils, the efficient service of this Department is available.

In connection with the practical installation of printing for instructional purposes, the Education Department will write the specifications, make a blueprint layout showing the location of each piece of equipment in the proposed printshop, suggest teachers, in fact, arrange all details. This service is rendered without charge or obligation.

The staff of the Education Department is composed of persons who have had actual experience as teachers and executives in the educational field. Recommendations are therefore made from a professional standpoint.

This Education Department has assisted in the installation of probably ninety-five per cent of the three thousand school printshops in the United States.

Backed by many years of unquestioned business integrity, the American Type Founders Company inspires confidence in its products, selling methods and prices. When considering the installation of a new school printshop or the purchase of additional materials for existing school printshops, write to the

EDUCATION DEPARTMENT

American Type Founders Company

300 Communipaw Avenue, *Jersey City, N. J.*

SET IN CASLON OLDSTYLE NO. 471 AND ITALIC. HARLEQUINS

AMERICAN VOCATIONAL ASSOCIATION

Vol. III **NEWS BULLETIN** No. 4

Published quarterly by the American Vocational Association, Z. M. Smith, Secretary
Room 225 State House Indianapolis, Indiana
Annual subscription price to members of the Association, twenty-five cents
Entered as second-class matter Sept. 8, 1926, at the post office at Indianapolis, Ind., under Act of March 3, 1879.

Constructive Influence of the A. V. A.

R. L. Cooley, *President*

As president of the American Vocational Association, I wish to pass on to the membership the impressions received through visiting various sections of the country and also from the correspondence that comes into the office.

I can only continue with increased assurance the optimistic strain expressed in my comments in the August Bulletin. Everywhere there are indications of greater initiative and eagerness for the work, locally, as well as increased enthusiasm for the A. V. A. With confidence I can say that our membership will reach an heretofore unequalled number.

Evidently, the fact that the Association renders a personal service to its membership is being recognized. All are profiting in the conditions which the A. V. A. is helping to establish and it is seen that the services of the A. V. A. are not measured by the mere program at its convention nor the printed material that is being sent out.

It is contributing greatly toward the extension of teaching service into an area heretofore unaffected, and is widening the opportunities for teachers by so doing. It is stimulating the type of activity back home which means local initiative, research, and study, clarifying objectives and profiting by one another's experiences assuring better work influences, hastens the day of better remuneration and gives added security in employment.

Doubt and uncertainty is disappearing. The fate of individual teachers, their remuneration and recognition is involved in the success of the association and the association is entitled to the support of individual teachers.

As President, I wish to take this occasion to thank those out in the field who are so efficiently presenting the viewpoint of the association and to congratulate them upon the success attending their efforts.

Important Notice Concerning House of Delegates

The business session of the Los Angeles Convention will be conducted by the House of Delegates. The House of Delegates will be composed of state directors of vocational education whose membership dues to the American Vocational Association have been paid for the year beginning September 1, 1928, the presidents of affiliated associations, and one delegate in attendance for each twenty affiliated members or major fraction thereof in any affiliated association.

The membership upon which delegate allotment will be based will be the list of members transmitted to the secretary of the American Vocational Association together with a fee of one dollar for each member covering the period September 1, 1928, to December 15, 1928, inclusive.

Every state organization is urged to send membership list and remittance immediately to Z. M. Smith, Secretary, Room 225, State House, Indianapolis, Indiana.

Delegates must be certified officially by the state director of vocational education or by the president of the affiliated association for a given state. This certified list of delegates for the House of Delegates must be filed with the secretary of the A. V. A. in the Benjamin Franklin Hotel, Philadelphia, before five o'clock, Thursday, December 13, 1928.

GENERAL SESSIONS

The Benjamin Franklin Hotel

Thursday Evening, 6:30 p. m., December 13

President R. L. Cooley will probably occupy a short time with initial remarks. One speaker in addition to President Cooley will have a place on the program. The roll of states will be called. The convention committee will provide a program of entertainment.

No one who attends the convention can afford to miss the banquet program. Procure your tickets when you register.

The dance program follows the banquet session.

Friday Afternoon, 2:00 o'Clock, December 14

Dr. Chas. A. Prosser will be one of the principal speakers on the Friday afternoon program. Probably one additional speaker will be on the program.

The "Ship" will provide an interesting feature for the program of the afternoon.

The business session will be conducted by the House of Delegates. Officers of the association will be elected at this session. The treasurer and the committee on resolutions will make their reports at this session.

Members of the Philadelphia Hotel Association

NAME OF HOTEL AND RATES	Rooms	Single With Bath	Double With Bath	Parlor Bedroom and Bath	Single Without Bath	Double Without Bath
ADELPHIA— *13th and Chestnut Streets* Charles E. Goodin, Pres.; A. W. Baylitts, Mgr.	400	$4.00 up	$6.00 up	$15.00–$17.00		
BARTRAM— *33rd and Chestnut Streets* H. C. Crowhurst, Manager	210	$3.50	$5.00	$8.00–$10.00		
BELLEVUE-STRATFORD— *Broad and Walnut Streets* J. M. Robinson, Claude Bennett, Managers	750	$5.00–$8.00	$7.00–$14.00	$20.00–$30.00	$4.00–$6.00	$6.00–$8.00
BENJAMIN FRANKLIN— *Chestnut and Ninth Streets* Horace Leland Wiggins, Managing Director	1200	$4.00–$7.00	$6.00–$10.00	$12.00–$30.00		
CASO DEL REY— *Haverford, Pa.* Carl Lamping, Manager	100	$5.00	$6.00–$8.00	$10.00–$15.00		
COLONIAL— *11th and Spruce Streets* C. Pittman Baker, Jr., Manager	72	$3.00–$3.50	$5.00–$6.00	$7.00–$9.00	$2.00–$2.50	$4.00
ELKS HOTEL— *Broad at Vine Streets* Fay B. Mareness, Managing Director	210	$2.50 up	$5.00 up			
FERGUSON— *Girard Avenue at 16th Street* Ferguson & Evans, Proprietors	50	$2.00–$3.50	$3.00–$5.00			
GREEN'S— *8th and Chestnut Streets* George C. Horner, Manager	320	$3.50–$4.00	$5.00–$6.00		$2.00–$2.50	$3.50–$5.00
GREEN HILL FARMS— *City Line and Lancaster Pk., Overbrook* L. Ellsworth Metcalf, Manager	150	$6.00–$8.00	$8.00–$14.00	$12.00–$18.00		
LORRAINE— *Broad and Fairmount Avenue* F. L. Scholl, Manager	250	$3.00–$4.00	$5.00–$7.00	$8.00–$15.00	$2.00–$2.50	$4.00–$5.00
MAJESTIC— *Broad and Girard Avenue* John Gossler, Manager	400	$3.00 up	$5.00–$6.00	$7.00 up	$2.00	$4.00
NORMANDIE— *36th and Chestnut Streets* Maurice Lichtman, Proprietor	234	$3.00 up	$5.00 up	$10.00 up	$2.00 up	$3.50–$4.00
PENNSYLVANIA— *30th and Chestnut Streets* H. Sharp, Manager	600	$3.50–$6.00	$5.00–$10.00	$10.00–$25.00	$2.50–$3.00	$4.00–$5.00
RITZ-CARLTON— *Broad and Walnut Streets* David B. Provan, Managing Director	161	$6.00–$8.00	$10.00–$12.00	$20.00–$30.00		
ROBERT MORRIS— *17th and Arch Streets* R. W. Jennings, Proprietor	208	$3.00–$4.00	$4.50–$6.00			
SPRUCE— *13th and Spruce Streets* D. Dewey Davis, Manager	220	$2.50–$3.00	$5.00–$6.00	$10.00	$2.50	$4.00
SYLVANIA— *Juniper and Locust Streets* J. C. Bonner, Manager	400	$4.00 up	$6.00 up	$15.00 up		
WALNUT— *208-10 S. 8th Street* N. Norstein, D. Fishman, Managers	134	$3.00 up	$3.50–$4.00		$2.00	$3.00–$3.50
WALTON— *Broad and Locust Streets* Charles Duffy, Jr., Manager	350	$3.00–$5.00	$5.00–$8.00	$12.00–$15.00	$2.50–$3.00	$3.50–$5.00
WARWICK— *17th and Locust Streets* J. B. Uhler, Manager	600	$5.00	$8.00	$15.00 up		
WINDSOR— *1225 Filbert Street* William Hyman, Proprietor	300	$2.50–$4.00	$4.50–$6.00	$6.00–$8.00	$2.00	$3.00–$4.00

EXCHANGE
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American Vocational Association

PHILADELPHIA CONVENTION, DECEMBER 13, 14, 15, 1928
Headquarters—BENJAMIN FRANKLIN HOTEL
9th and Chestnut Streets

Meeting Places

GENERAL MEETINGS

Thursday evening, December 13—Ball Room, Hotel
Friday afternoon, December 14—Ball Room, Hotel

BANQUET

Friday evening, December 14—Ball Room, Hotel

SECTION MEETINGS

	Wednesday Evening December 12	Thursday Afternoon December 13	Friday Morning December 14	Saturday Morning December 15
Agriculture		Foyer, Hotel	Foyer, Hotel	Foyer, Hotel
Trade and Ind. Ed.	Foyer, Hotel	Ball Room		Ball Room
Part-Time Education		Lounge, Hotel	Lounge	Lounge
Commercial Ed.		Chamber of Com. Auditorium 12th and Walnut	Chamber of Com. Auditorium 12th and Walnut	Chamber of Commerce Auditorium 12th and Walnut Sts.
Vocational Guidance		Girls Trade School 13th and Green Sts.	Girls Trade School 13th and Green Sts.	Girls Trade School 13th and Green Sts.
Civil Rehab.		Independence Room, Hotel	Independence Room, Hotel	Independence Room, Hotel
Home Economics		Drexel Inst. 32nd and Chestnut	Drexel Inst. 32nd and Chestnut	Drexel Inst. 32nd and Chestnut Sts.
Industrial Arts.		Edison Bldg. Auditorium 9th and Sansom St.	Edison Bldg. Auditorium 9th and Sansom St.	Edison Bldg. Auditorium 9th and Sansom Sts.
Teacher Training		Lafayette Room Hotel	Lafayette Room Hotel	Lafayette Room Hotel

GROUP MEETINGS	Thursday Morning December 13	Thursday Afternoon December 13	Friday Morning December 14
Foremanship			Edison Bldg., 9th and Sansom Sts. South Conference Room
Apprenticeship			Ball Room, Hotel
Plumbing			Ledger Bldg., 7th and Chestnut Sts. Room 215
Decorating Trades	Room 252, Hotel	Room 252, Hotel	Room 252, Hotel
Needle Trades			Girls Trade School 13th and Green Sts.
Printing			Ball Room Alcove, Hotel
Trade School Prin.	Lounge, Hotel		

REDUCED RATES

One and One-half Fare

A. V. A. Convention in Philadelphia

The railroad Trunk Lines of the United States have granted a fare of one and one-half on the certificate plan. This rate will apply only in case 250 or more of those in attendance present certificates secured at the time of the purchase of tickets at the starting point.

Do not fail to secure from the agent at your starting point the required certificate. Ask him about it today. Do not wait until the day you start to Philadelphia.

Turn in your ticket at the registration desk immediately upon your arrival at Philadelphia. You can not purchase ticket at reduced rate for return trip, if your certificate is not properly validated at the Convention.

Do not fail to secure certificate, because unless 250 certificates or more are validated no one can secure reduced fare for the return trip.

Young Men's Christian Association of Philadelphia

CENTRAL BUILDING, 1421 ARCH STREET

Transient rooms $1.50 and $2.00 per night

The latter have running water

Reservations may be made direct to the Y. M. C. A.

SECTION MEETINGS

Program of the Agricultural Section

FOYER, BENJAMIN FRANKLIN HOTEL
PHILADELPHIA, PENNSYLVANIA
DECEMBER 12-15, 1928

WEDNESDAY, 9:00 A.M., DECEMBER 12

Visits to Pennsylvania Rural Community Vocational Schools near Philadelphia. The party will leave Ben Franklin Hotel at 9:00 a. m., H. C. Fetterolf, State Supervisor for Agricultural Education in Pennsylvania in charge.

Visits to New Jersey Departments of Vocational Agriculture near Philadelphia. The party will leave Ben Franklin Hotel at 9:00 a. m., H. O. Sampson, Professor of Agricultural Education in Teacher Training in charge.

THURSDAY AFTERNOON, DECEMBER 13

***Topic:* Teacher Training in Agricultural Education**

Chairman: H. G. PARKINSON, *Head, Department of Rural Life, Pennsylvania State College*

1. *Service Which the Teacher Training Institutions Should Render to the State Program.*
   W. G. Crandall, Professor of Agricultural Education in Teacher Training, A. & M. College, South Carolina.
2. *The Improvement of Teachers in Service Through Itinerant Teacher Training.*
   A. M. Field, Professor of Agricultural Education in Teacher Training, University of Minnesota.
3. *The Improvement of Agricultural College Teaching.*
   W. H. Lancelot, Professor of Agricultural Education in Teacher Training, A. & M. College, Iowa.
4. *General Discussion of the Preceding Topics.*

FRIDAY MORNING, DECEMBER 14

***Topic:* The Administration of Agricultural Education**

Chairman: R. W. HEIM, *State Director of Vocational Education, Delaware*

1. *State and National Organizations of Vocational Pupils.*
   W. S. Newmann, State Supervisor for Agricultural Education, Virginia.
2. *Measuring the Efficiency of Agricultural Teachers.*
   T. E. Browne, State Director for Vocational Education, North Carolina.
3. *The Coordination of Vocational Work with Other Agricultural Agencies.*
   C. H. Lane, Chief, Agricultural Education Service, Federal Board for Vocational Education, Washington.
4. *The Relation of Agricultural Education to Community Development.*

Brief Business Session.

Report of Standing Committees on Insignia, National Contests, and Research.

SATURDAY MORNING, DECEMBER 15

***Topic:* Problems and Relationships in Vocational Agriculture**

Chairman: H. F. COTTERMAN, *Professor of Agricultural Education, University of Maryland*

1. *The Place of Vocational Agriculture in the State Public School System.*
   L. H. Dennis, Deputy Superintendent, Pennsylvania.
2. *Attaining Vocational Objectives Through—*
   a. The Unit Course School
      Verd. Peterson, State Supervisor for Agricultural Education, South Carolina.
   b. The Part-Time School
      Louis M. Sasman, State Supervisor for Agricultural Education, Wisconsin.
   c. The Evening School
      J. H. Pearson, State Supervisor for Agricultural Education, Nebraska.
3. *Standards for Supervised Practical Work.*
   R. D. Maltby, Federal Board for Vocational Education, Washington.
4. *General Discussion of the Preceding Topics.*

Program of Teacher Training Section

First Session—Vocational Teachers, Their Selection and Training

THURSDAY AFTERNOON, DECEMBER 13, 1928

Chairman, DR. GEORGE E. MYERS, *Professor of Vocational Education and Guidance, University of Michigan*

1. *The Selection of Tradesmen for Training as Vocational Teachers.*
   Benj. W. Johnson, Assistant Director of Division of Vocational Education, University of California.
2. *The New York Scholarship Plan as a Means of Se-*

curing Qualified Vocational Teachers.
E. D. Fink, Supervisor of Industrial Teacher Training, New York State Education Department.

3. *The Essentials of a Professional Curriculum for the Preparation of Vocational Teachers.*
Dr. David Snedden, Professor of Education, Teachers College, Columbia University.

4. *Discussion.*
Leader: Dr. G. D. Whitney, Director of Department of Vocational Education, University of Pittsburgh.

FRIDAY MORNING, DECEMBER 14, 1928

Second Session—Vocational Teachers, Their Licensing and Certification

Chairman, F. T. STRUCK, *Head, Department of Industrial Education, Pennsylvania State College*

1. *An Evaluation of the Michigan Plan of Certification and Licensing of Vocational Teachers.*

K. G. Smith, State Supervisor of Industrial Education, Michigan Department of Public Instruction.

2. *An Evaluation of the New York Plan of Certification and Licensing of Vocational Teachers, Supervisors, and Directors.*
Oakley Furney, Chief, Industrial Education Bureau, New York State Education Department.

3. *The Colorado Plan of Evaluating Vocational Experiences for Teachers' Credentials.*
C. C. Sargent, State Director of Vocational Education, State of Colorado.

4. *Summary. Some Standards That Should Be a Part of Every State Plan of Certification and Licensing of Vocational Teachers.*
Frank Cushman, Chief, Trade and Industrial Education Service, Federal Board for Vocational Education.

SATURDAY MORNING, DECEMBER 15, 1928

Third Session—Vocational Teachers, Their Professional Education in Service

Chairman: CHARLES W. SYLVESTER, *Director of Vocational Education, Baltimore, Maryland*

1. *Developing a Program of Summer School Professional Work in Terms of the Needs of Vocational Teachers.*
Dr. Walter B. Jones, Research Professor of Education, University of Pittsburgh.

2. *Experiences in Foreman Training That Should Be Helpful in a Program of Professional Education in Service.*
Thomas H. Quigley, Industrial Education Department, Georgia Institute of Technology.

3. *The Preparation of Leaders for Local Programs of Professional Education in Service.*
Dr. Edwin A. Lee, Director, Division of Vocational Education, University of California.

4. *The Organization of a Program of Professional Education for Vocational Teachers in Service in a School System.*
Dr. Franklin J. Keller, Principal East Side Continuation School, New York City.

The Benjamin Franklin Hotel, Philadelphia, Pennsylvania. Headquarters for the Third Annual Convention of the American Vocational Association, December 13, 14, 15, 1928.

COMMERCIAL EDUCATION SECTION

***General Theme:* Making Commercial Education More Vocational**

CHAMBER OF COMMERCE AUDITORIUM
WALNUT STREET AT TWELFTH

THURSDAY, DECEMBER 13, AT 2:00 P. M.

First Session

***Topic:* Commercial Education for Store Occupations**

Presiding: ISABEL CRAIG BACON, *Special Agent, Retail Store Education, Federal Board for Vocational Education, Washington, D. C.*

The Employer's Point of View
Earl Powers, Assistant General Superintendent, Strawbridge & Clothier, Philadelphia, Pa.

The Teaching of Retail Selling in High School
Helen Parker, Instructor in Retail Selling, Springfield, Mass.

The Teaching of Retail Selling in Evening and Part Time Schools
John J. Matthews, Supervisor of Trade and Industrial Education, State Department of Education, Harrisburg, Pa.

On a Cooperative Basis
Mr. R. L. Talbot, Head of Commercial Department, High School, Wilmington, Delaware.

Second Session

FRIDAY, DECEMBER 14, AT 9:00 A. M.

***Topic:* Commercial Education for Office Employees**

Presiding: JOHN G. KIRK, *Director of Commercial Education, Philadelphia, Pa.*

Part Time Education in Large Cities
Alexander S. Massell, Central Commercial Con-

tinuation School, New York City.

Part Time Education in Small Cities
Regina Groves, Madison Public Schools, Madison, Wis.

Part Time Education in Vocational Schools
H. W. Winkle, Head of Commercial Department, Milwaukee Vocational School, Milwaukee, Wis.

Commercial Education in Evening Schools
C. W. Hamilton, Director of Business Education, Elizabeth, N. J.

Third Session

SATURDAY, DECEMBER 15, AT 9:00 A. M.

***Topic:* Commercial Education in High Schools**

Presiding: EARL W. BARNHART, *Chief, Commercial Education, Federal Board for Vocational Education, Washington, D. C.*

What Employers Expect
George P. Carl, Human Research Corporation, Philadelphia, Pa.

Training for Clerical Occupations
Marguerite Evans, Kensington High School, Philadelphia, Pa.

Basis for the Curriculum
Edward J. McNamara, Principal, High School of Commerce, New York City

Teacher Training
Paul S. Lomax, Professor of Commercial Education, New York University, New York City

Report on Supervision of Commercial Education
H. I. Good, Hutchinson High School, Buffalo, N. Y.

Secretary or Stenographer
Miss B. Doerschuck, Sarah Lawrence College, Brownsville, New York.

Industrial Education

MODERN TRENDS IN INDUSTRIAL EDUCATION

WEDNESDAY EVENING, DECEMBER 12

Chairman: MORRIS E. LEEDS, *President, Leeds & Northrup Co., Philadelphia*

"The Problem of the Employed Boy"
Dr. C. A. Prosser, Director, Dunwoody Institute, Minneapolis

"Vital Factors of Success in the Printing Industry"
I. H. Blanchard, Chairman Board of Directors, The Blanchard Press, New York City; Chairman Educational Committee, New York Employing Printers Ass'n.

"Training—the Average versus the New"
W. J. Donald, Managing Director, American Management Association, New York City

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THURSDAY MORNING

Trade School Principals' Association Annual Conference

Chairman: R. T. CRAIGO, *Assistant Director, Dunwoody Institute, Minneapolis*

Committee Reports:

1. *Related Subjects in the Vocational School—Content, Methods of Handling, Available Material.*
   A. L. Shank, Principal, Lathrop Trade School, Kansas City.
2. *Standards for Admission to the Vocational School—Age, Schooling, Tests.*
   H. A. Campion, Principal, Frank Wiggins Trade School, Los Angeles.
3. *Follow-up of Graduates—Where They Go, How They Get Their Jobs, Methods of Follow-up, etc.*
   George Frazee, Principal, Grand Rapids Vocational School.
4. *The Future of the Association.*
   Urban G. Willis, Principal, The Pullman School, Chicago.

THURSDAY AFTERNOON

Organization and Methods of Training Workers in Industry

Chairman: E. B. LUCE, *Educational Director, Consolidated Gas, Electric Light & Power Co., Baltimore.*

Subject introduced by
M. J. Kane, Plant Training Engineer, American Telephone & Telegraph Co., New York City.

Discussion by
Miss Eleanor Little, Production Engineer, U. S. Rubber Co., New Haven.

Open Discussion.

FRIDAY MORNING

"Apprenticeship"—With and Without Legislation

1. *Apprenticeship under the Wisconsin Plan:*
   Mr. Herb Heilig, Director of the Appleton Vocational School, Appleton, Wisconsin.
2. *Apprenticeship in the State of New York:*
   Mr. Oakley Furney of the State Department of Education, Albany, New York.
3. *Apprenticeship in California:*
   Mr. B. E. Travers, Director of Vocational Education, Oakland, California.

FRIDAY MORNING

"Foreman Conferences"

Chairman: MR. G. A. MCGARVEY, *Federal Board for Vocational Education, Washington*

"Some Important Problems in the Handling of Foreman Conferences."
Russell N. Kepple, Standard Oil Company of New Jersey

Open Discussion.

FRIDAY MORNING

Conference on Training in the Plumbing Industry

Chairman: JOHN A. QUINN, *Chairman Apprenticeship Committee, National Association of Master Plumbers, Philadelphia*

Problems in Organizing and Conducting Training Programs in the Plumbing Industry.

Presentation and discussion of live problems including relationships of schools and industry, organization of courses of study, efficiency factors of instruction, and the teaching of related subjects.

SATURDAY MORNING

The Public School and Industrial Education

Chairman: MISS ELIZABETH FISH, *Principal, Girls Vocational School, Minneapolis*

"The Engineering Approach to Industrial Education."
Charles R. Allen, Federal Board for Vocational Education, Washington.

Discussion by
Nicholas Ricciardi, State Director for Vocational Education, California.

"Training the Lesser Skilled Worker."
K. G. Smith, State Supervisor of Industrial Education, Michigan.

Discussion by
John P. Ryan, Boys Vocational School, Detroit.

SATURDAY

Conference for Printing Teachers

SUBJECT: *"Methods of Teaching Printing."*

Morning Session

Chairman: FRANK PHILLIPS, *Educational Director, American Type Founders Company*

"Printing in the Schools of Chicago."
Wm. A. Bogan, Supt. of Schools, Chicago.

Open Discussion on Problems of Printing Instruction.

Afternoon Session

Chairman: RALPH W. POLK, *Supervisor of Printing, Detroit Public Schools*

"Growth of Printing in the Schools."
L. H. Dennis, Deputy Commissioner of Education, State of Pennsylvania.

Open Discussion

During the afternoon session the authors of printing textbooks—Mr. Frank Henry, Mr. C. W. Hague, Mr. Harvey Witt, Mr. Ralph W. Polk—will be called upon for brief comments.

DECORATING INSTRUCTORS' CONFERENCE SECTIONAL MEETING

THURSDAY, DECEMBER 13

ROOM 252, BENJAMIN FRANKLIN HOTEL
9TH AND CHESTNUT STREETS

MR. LEWIS H. CHASE, *Chairman*

Visitation and Inspection Program

9:30 A. M. Group will meet in Room 252, Benjamin Franklin Hotel.

9:45 A. M. Group will be transported from Benjamin Franklin Hotel to Becker Smith Page Manufacturing Company plant where the instructors will be divided up into small groups and conducted through the plant.

11:30 A. M. Group will be transported from Becker Smith Page Company plant to the McCall Vocational School, corner 6th and De Lancy.

12:00 M. The group will inspect the McCall Vocational School.

Luncheon Meeting

12:30 P. M. The group will attend a luncheon to be tendered them through the courtesy of the Philadelphia Association of Wall Paper Dealers. Mr. A. F. Ervin, Toastmaster.

Visitation and Inspection Program
Following the luncheon.

2:00 P. M. Group will go over to the Asaam Brothers at 9th and Arch for an inspection of the sample book making department, and will, immediately following this, witness a demonstration of "How Wall Paper Is Sold."

3:30 P. M. The group will repair to Room 252, Benjamin Franklin Hotel, for a sectional conference.

Sectional Conference
Room 252, Benjamin Franklin Hotel
9th and Chestnut Streets

Registration will be taken on printed forms which will be provided.

4:00 P. M. Address by Charles T. McKee, Pittsburgh, Pa. "Instructors' Responsibility in Recommending Student Paper Hangers for Apprenticeship."

4:30 P. M. Address Harvey L. Freeland, Lincoln, Nebraska. "Dull Season Classes for the Decorating Trades with Itinerant Instructors."

5:00 P. M. Address by Representative of Decorating Trade. "The Needs of Journeymen and Apprentices for Educational Contact."

FRIDAY, DECEMBER 14

9:00 A. M. Address by R. T. Craigo, Minneapolis, Minnesota. "Training Painters and Paper Hangers at Dunwoody."

9:30 A. M. Address by Justin P. Allman, Philadelphia, Pa. "Industries Interest in Training Apprentices."

10:00 A. M. Five minute reports from representatives of various schools.

Discussion of Problems of Instruction

10:30 A. M. "Problems of Instruction as Applied to Apprenticeship Training." Mr. Claude H. Ewing, Chicago, Illinois, Chairman.

11:15 A. M. "Problems of Instruction as Applied to Evening School Classes." Mr. C. A. Hart, Madison, Wisconsin, Chairman.
The above two numbers will be handled in the conference method with Mr. Ewing and Mr. Hart acting as conference leaders.

TENTATIVE PROGRAM FOR HOME ECONOMICS SECTION

DREXEL INSTITUTE, 32ND AND CHESTNUT STREETS

THURSDAY AFTERNOON, DECEMBER 13, 1928

Topic: **Scoring Ourselves for Qualities of Leadership**

Chairman: MRS. ANNA G. GREEN, *Assistant Director Vocational Education, Pennsylvania*

Discussion

Leader: Wylle B. McNeal, Chief of Division of Home Economics, University of Minnesota.

1. *What Does Leadership in Vocational Home Economics Involve?*
   William S. Taylor, Dean of Education, University of Kentucky.
   QUESTIONS AND DISCUSSION FROM THE FIELD:
   a. *What qualities are desirable for leadership in Vocational Home Economics?*
      Regina J. Friant, Teacher Trainer, Iowa State College.
      Jane S. Hinkley, Teacher Trainer, Nebraska.
   b. *How can we check ourselves for potential leadership qualities?*
      Druzilla Kent, State Supervisor, Arkansas.
2. *What Potential Leadership Qualities Do Home Economics Students Bring to Our Teacher Training Institutions and How Are They Developed?*
   Mabel V. Campbell, University of Missouri.
3. *What Are the Essentials in the Selection of the Training for Potential Leaders of Vocational Education?*
   R. O. Small, Director of Vocational Education, Massachusetts.
   QUESTIONS AND DISCUSSION FROM THE FIELD:
   a. *Where may we expect to find "leaders in the making?"*
   b. *How shall we definitely train for leadership in Vocational Home Economics?*
   c. *What plans for development of leadership are now being used for day school, evening school, part-time school, teacher trainer, supervision?*
      Margaret Johnston, State Supervisor, Wis.
      Florence S. Jenkins, State Supervisor, Me.
      Enid W. Lunn, State Supervisor, Ohio.
      Ella Moore, State Supervisor, Missouri.

FRIDAY MORNING, DECEMBER 14, 1928

Topic: **Broadening Our Interpretation of Home Management to Fit Modern Life**

Chairman: ANNA E. RICHARDSON, *Field Worker in Child Development and Parental Education, A. H. E. A., Washington, D. C.*

Discussion

Leader: Edith M. Thomas, Federal Board for Vocational Education, Washington, D. C.

1. *What Social Factors Influence the Management of the Home?*
   Mrs. Chase Going Woodhouse, Vocational Director, North Carolina College for Women, Greensboro, N. C. (Formerly of the Bureau of Home Economics, Washington, D. C.)
   QUESTIONS AND DISCUSSION FROM THE FIELD:
   a. *In the training of home economics teachers, what is the residence in the Home Management house definitely contributing?*
      Mabel V. Campbell, University of Missouri.
      Florence Winchell, State Teachers College, Albany, N. Y.
      Lillis Knappenberger, State Supervisor Home Economics, Connecticut.
2. *What Do Homemakers Consider Their Greatest Management Problems?*
   Birdie Vorhies, State Supervisor Home Economics Education, Nebraska.
3. *What Managerial Abilities Do Merchants Find That Homemakers Need?*
   Cora E. Binzel, Cornell University, New York.
   QUESTIONS AND DISCUSSION FROM THE FIELD:
   a. *How shall we determine whether home economics is developing more efficient home managers?*
      Eunice S. Harrison, Head Continuation & Evening Vocational Schools for Girls, Middlesex County, New Jersey.
      Caroline Nourse, Principal, Vocational and Continuation Schools for Girls, Elizabeth, New Jersey.
      Mrs. Eva Morse, Supervisor of Adult Home Economics Education, Omaha, Nebraska.

SATURDAY MORNING, DECEMBER 15, 1928

Topic: **How Can Home Economics Be Made to Function Better for the Adolescent Girl?**

Chairman: GENEVIEVE FISHER, *Dean, Home Economics Division, Iowa State College, Ames*

Discussion

Leader: Helen Goodspeed, Home Economics Department, Philadelphia Public Schools.

1. *What Is the Relation of the Adolescent Girl to Her Home?*
   Gerald H. J. Pearson, M.D. Psychiatrist, Philadelphia Child Guidance Clinic.
2. *Questions and Discussion from the Field.*
   a. *How does the all-day school meet the interests and needs of the adolescent girl?*
      Marion F. Brock, State Supervisor, Delaware.
      Mrs. Beula F. Manley, Director of Vocational Education for Girls, Williamsport, Pa.
   b. *How are the interests and needs of the employed adolescent girl being met?*
      Dora M. Rude, Supervisor of Vocational Home Economics, Madison Vocational School, Wisconsin.
      Katharine E. Plotts, Supervisor of Home Economics, Reading, Pa.

Clara Krauter, Principal of Essex County Vocational Schools for Girls, Newark. N. J.
Edna A. Farnsworth, Principal Girls' Continuation School, Brooklyn, N. Y.

TENTATIVE PROGRAM FOR PART-TIME SCHOOL SECTION

LOUNGE, BENJAMIN FRANKLIN HOTEL

THURSDAY AFTERNOON, DECEMBER 13, 1928

General Topic: **Education and Employment**

Chairman: HON. JOHN J. CASEY, *President, Pennsylvania Federation of Labor, Wilkes-Barre, Pa.*

1. *Why the National Association of Manufacturers Favors the Establishment of Public Continuation Schools.*
   Howell Cheney, Chairman, Committee on Junior Education and Employment, National Association of Manufacturers (Cheney Bros., South Manchester, Conn.).
2. *Why Organized Labor Favors the Establishment of Public Continuation Schools.*
   Peter J. Brady, President, The Federation Bank and Trust Company, New York City.
3. *Continuation Schools—A State Function.*
   Robert L. Cooley, Director, Milwaukee Vocational School.
4. *The Present Status of Day Part-Time or Continuation School Education in the United States.*
   J. C. Wright, Director, The Federal Board for Vocational Education.

FRIDAY MORNING, DECEMBER 14, 1928

General Topic: **Progress in Part-Time Education**

Chairman: DR. LOUIS NUSBAUM, *Associate Superintendent of Schools, Philadelphia, Pa.*

A Survey Confined to the Following Topics:

(A) Legislative movement in the field of part-time education.
(B) State supervision of part-time schools.
(C) The relation of part-time education to cooperative education.
(D) Reimbursement of part-time schools.
(E) The relation of part-time education to the adult education movement.

1. *For California.*
   Edwin A. Lee, Director, Division of Vocational Education, University of California, Berkeley.
2. *For Wisconsin.*
   George P. Hambrecht, Director of Vocational Education, State Board for Industrial Education, Madison, Wisconsin.
3. *For Michigan.*
   K. G. Smith, State Supervisor of Industrial Education, Lansing, Michigan.
4. *For New Jersey.*
   Wesley A. O'Leary, Deputy State Commissioner of Education, Trenton, New Jersey.
5. *For Utah.*
   Irvin S. Noall, Supervisor of Industrial Education, Department of Public Instruction, Salt Lake City.
6. *For Pennsylvania.*
   Pual L. Cressman, Assistant Director of Vocational Education, Pennsylvania Department of Public Instruction, Harrisburg, Pa.
7. *For Massachusetts.*
   R. O. Small, Director of Vocational Education, State House, Boston, Mass.
8. *For New York.*
   L. A. Wilson, Assistant Commissioner for Vocational and Extension Education, State Education Dept., Albany.
9. *For Ohio.*
   E. L. Heusch, State Supervisor of Industrial Education, Columbus, Ohio.

(Ten minute reports—limited to "high spots")

SATURDAY MORNING, DECEMBER 15, 1928

General Topic: **Guidance in the Part-Time School**

Chairman: WILLIAM H. WELSH, *Director of Extension Education*

1. *Guidance Through the Placement Bureau.*
   Dr. Emily T. Burr. Vocational Adjustment Bureau for Girls, New York City.
2. *Guidance Through Vocational Training.*
   FOR BOYS
   R. H. Rodgers, Director of Teacher Training, Milwaukee Vocational School.
   FOR GIRLS
   Miss Florence Marshall, Manhattan Trade School for Girls, New York City.
3. *Guidance Through Health Education.*
   C. W. Laffin, Principal, The West Side Continuation School, New York City.
4. *Guidance Through Extra-Curricular Activities.*
   Miss Madge G. Rogers, Principal, Winchell Continuation School for Girls, Chicago, Ill.

INDUSTRIAL ARTS EDUCATION

EDISON BUILDING, AUDITORIUM, 9TH AND SANSOM STREETS

THURSDAY AFTERNOON, DECEMBER 13

1. Trends in Industrial Arts

Chairman ————

1. *The Significance to the Manual Arts Program of Current Beliefs in Regard to Individual Differences.*
   Wm. T. Bawden, Managing Editor, Industrial Education Magazine.
2. *The Cost of Manual Arts Instruction.*
   Frank M. Leavitt, Associate Superintendent of Schools, Pittsburgh, Pennsylvania.
3. *The Function, Character and Organization of Industrial Activities in the Elementary Schools.*
   a. As an incident to the teaching of industry or other school activities.
      A. Adele Rudolph, Special Assistant in Elementary Industrial Arts, The Board of Public Education, Philadelphia; Lecturer in Industrial Arts, Temple University, Philadelphia.

b. As a subject related to other school work, but which has educational value in itself.
C. A. Kunou, Supervisor of Manual Education, Los Angeles, California.

FRIDAY MORNING, DECEMBER 14

II. Objectives and Standards in Industrial Arts

Chairman ————

1. *What Wisconsin Is Doing in the Development of Objectives and Standards in Industrial Arts.*
Clyde A. Bowman, Director of School of Industrial Arts, Stout Institute, Menomonie, Wisc.
2. *Michigan's Contribution Towards Standardizing the Work in Industrial Arts.*
a. What Michigan Has Done.
A. C. Tagg, Director of Vocational Education, Fordson, Michigan.
b. What the Michigan Society for Manual Arts and Industrial Education is attempting to do.
H. J. Van Westrienen, President, Michigan Society for Manual Arts and Industrial Education.
3. *Common Standards of Accomplishment a Basis for Teaching Industrial Arts—Report of the A. V. A. Committee on Standards.*
E. E. Ericson, Chairman, Director Division of Industrial Education, State Teachers College, Santa Barbara, California.

SATURDAY MORNING, DECEMBER 15

III. Problems of the Industrial Arts Teacher Conference

Chairman ————

1. *The Development of Attitude and Outlook in Manual Arts Teachers.*
Arthur B. Mays, Professor of Industrial Education, University of Illinois, Urbana, Illinois.
2. *The Function of the General Shop and the Results of Experience in Its Organization and Conduct.*
Earl L. Bedell, Supervisor of Vocational Education, Detroit, Michigan.
3. *How May We Improve the Art Element in Our Manual Arts Work?*
Harold R. Wise, Department of Manual Arts, Public Schools, Boston, Massachusetts.
4. *Common Errors in Technic, and How to Correct Them.*
R. W. Selvidge, Professor of Industrial Education, University of Missouri, Columbia, Missouri.
5. *Use of Objective Tests by the Manual Arts Teacher.*
William L. Hunter, University of Iowa, Ames, Ia.

REHABILITATION EDUCATION

Rehabilitation Education

INDEPENDENCE ROOM, BENJAMIN FRANKLIN HOTEL

THURSDAY AFTERNOON, DECEMBER 13, 1928

Topic: **Training in Rehabilitation,—Programs, Methods and Supervision**

Chairman: S. S. RIDDLE, *Director of Bureau of Rehabilitation, Pennsylvania.* Chairman of Committee on Rehabilitation Education, American Vocational Association.

Address of Welcome.
Hon. Charles A. Waters, Secretary of Labor and Industry, Commonwealth of Pennsylvania.

Opening Remarks.
J. B. Hobdy, Director of Vocational Education, State of Alabama, Vice-President and member of Executive Committee, American Vocational Association.
L. H. Dennis, Deputy Superintendent of Public Instruction, Commonwealth of Pennsylvania.

1. *Commercial.*
H. C. Corpening, Supervisor of Rehabilitation, State of Florida.
2. *Skilled Trades.*
H. L. Stanton, Supervisor of Rehabilitation, State of North Carolina.
3. *Professional.*
J. R. Jewell, Supervisor of Rehabilitation, State of Nebraska.
4. *Miscellaneous for Selected Jobs.*
Herbert A. Dallas, Supervisor of Rehabilitation, State of Massachusetts.

FRIDAY MORNING, DECEMBER 14, 1928

Topic: **Rehabilitation Programs Presented by Special Types**

Chairman: JOHN A. KRATZ, *Chief of Vocational Rehabilitation, Federal Board for Vocational Education, Washington, D. C.*

1. *One Arm Cases.*
J. H. Lasher, Assistant Supervisor of Rehabilitation, State of Wisconsin.
2. *Blind and Deaf.*
Oscar M. Sullivan, Supervisor of Rehabilitation, State of Minnesota.
3. *Tuberculosis and Cardiacs.*
W. F. Faulkes, Supervisor of Rehabilitation, State of Wisconsin.
4. *Shut-ins, Home-bound, Wheel Chair Cases and Other Similar Types.*
Dr. R. M. Little, Director of Rehabilitation, State of New York.

SATURDAY MORNING, DECEMBER 15, 1928

Topic: **Placement**

Chairman: R. L. BYNUM, *Director of Rehabilitation, State of Tennessee*

1. *By Cooperation with Employers.*
Percy Angove, Supervisor of Rehabilitation, State of Michigan.
2. *By Cooperation with Training Agencies.*
Terry C. Foster, Supervisor of Rehabilitation, State of Alabama.
3. *By Cooperation with Other Agencies.*
A. H. Abbott, Supervisor of Rehabilitation, State of Oklahoma.
4. *By Rehabilitation Agency.*
Herbert D. Battles, Supervisor of Rehabilitation, State of Illinois.

AGRICULTURAL EDUCATION

Project Record Keeping

L. R. HUMPHERYS, *State Supervisor Agricultural Education for Utah*

THE FEDERAL VOCATIONAL ACT provides for directed or supervised practice for agricultural education. In the majority of cases this supervised practice has taken the form of the home project. Throughout the various states it is customary to have each boy with a project keep and make a project analysis. The elements included in this analysis vary to a considerable extent in the different states, but record keeping has been a part of the home project for a number of years. As a result of this continued practice many questions are being asked today by men in the field of general education concerning the real value of project record keeping and its place in the scheme of agricultural education. In fact, the home project with its accompanying record keeping is the subject of investigation with a number of men in research today.

Of what value is the project record to the student? Under our present system can it be justified? What are our objectives in keeping records? What permanent values result to the student from record keeping? Will the values which accrue as a result of record keeping in the home project carry over in general farming? What values can be claimed for project records where the project is not a continuation project?

These questions and many others naturally arise in the consideration of the home project and the many advantages which are claimed for it. It is not the intention in this short statement to answer all of these questions, but rather to direct attention to them and make some observations.

There is a weakness in our agricultural situation today which is serious. Farmers generally are free to say that the business of farming is a failure, but are not in a position to say just what factors enter into the failure. Too many farmers are not in a position to make an analysis of their business of farming to determine which enterprises pay and which are failing. A simple system of record keeping by the farmer would do much to assist in the solution of this problem. However, no system will be successful either with boys or adult farmers unless it has the element of simplicity. It should also reveal the factors over which the individual has control and those over which he has no control. While there may be some value in the home-made records, yet eventually some uniform system must be adopted to secure worthwhile results. Without the element of simplicity, record keeping will not be practiced. And what does it profit a student or farmer if at the end of a year's laborious record keeping no definite tangible good has been accomplished?

Record keeping will be effective in proportion to the extent that the records are accurately made and intelligently interpreted. To be accurate, data must be recorded at the proper time and interpreted at critical intervals during the life of the project. It is one thing to make records and quite another to interpret them. The successful building contractor knows at the end of each day whether he has made or lost money and also what operation lost or made him money. How disappointing it must be to a student to find out for the first time after he has made his balance that he has suffered a loss on his project. He should analyze as he proceeds and extend or change his plans to meet new situations.

R. A. Christensen, a student in vocational agriculture of Utah, who has the distinction of raising the first official Ton Litter in the state. Mr. Christensen by careful record keeping and good management is making good in the pig business.

So in the project record keeping the boy must learn to keep simple records, make proper interpretations at critical times and, after considering all factors, make decisions which are correct in the majority of cases.

Record keeping properly done should assist materially in setting up standards, developing managerial and operative skills, and developing in the student the problem solving attitude. It is questionable whether in the two or three years training in high school any system of records can measure the student's success in farming or his probable success in farming. The most we can hope to do is to develop with the student the problem solving attitude, furnish him with equipment which will help him solve his future battles. If proper record keeping will assist in developing the problem solving attitude, then efforts for this type of education can be justified on this one point alone.

No teacher should urge record keeping unless he expects to carefully analyze and check them. Without a careful check on the part of the teacher mistakes are left uncorrected and consequently the student gets false impressions and the reading public is misinformed concerning actual conditions.

There is an additional value in record keeping which comes to the state or nation and should not be ignored.

(*Continued on page fourteen*)

Itinerant Teacher Training in Vocational Agriculture

SHERMAN DICKINSON, *University of Missouri*

Importance of the Problem

THIS article will not devote much space to arguments showing the value of Itinerant Teacher Training in Vocational Agriculture. It is sufficient to state that inasmuch as such training is a universal practice on the part of the various states, its value is already rather generally accepted.

The practice of training teachers in service developed in the beginning out of a recognized need. Departments of Vocational Agriculture were established in High Schools more rapidly than adequately trained teachers could be supplied. Men were placed in these teaching positions who were insufficiently prepared for the duties before them. They were lacking in both professional and technical training and in many respects otherwise ill-adapted to the work of teaching agriculture to high school boys. Local supervision was not to be depended upon, due to the newness of the field and the consequent inability of superintendents or principals to be of service. It was necessary, therefore, that the further training of the teacher be provided through service from a central and competent source.

Although a matter primarily of expedience in the early days of vocational agriculture, training in service has evidently established itself as a practice which is to remain for some time to come. Although the institutional training of agriculture teachers now compares favorably with the training of teachers in other subjects, the benefits of training in service are so evident that such training is being continued as a valuable supplementary training procedure. These benefits are of value not alone to the persons receiving the training and indirectly to the communities in which they work, but also to the agencies supplying the training. There is no adequate substitute for itinerant teacher training as a means of keeping in touch with the real problems in the field.

As is to be expected in the preliminary stages, aims and practices are somewhat divergent among the various agencies carrying on the undertaking. Although conditions differ among the states relative to proper procedure in the conduct of training in service, there are undoubtedly some fundamentals and some practices which are as valuable under one set of circumstances as under others. In an effort to discover these fundamentals and practices, a committee was appointed from among teacher trainers of the North Central Region consisting of R. W. Gregory, V. E. Kivlin, B. A. Walpole, and the writer. This committee worked on the problem for two years and finally submitted a lengthy report of which this article is a summary.

Objectives

It is customary to unify thinking on a problem by first agreeing upon the objectives to be reached. A valid and clearly understood purpose, aim, or goal is necessary as a guide in discussion. The following objectives were submitted by the committee and approved in the form here presented.

Ultimate Objectives:

1. To aid the teacher in service to meet more efficiently the responsibilities which arise in connection with his work as a teacher of vocational agriculture.
2. To create a vision of the possibilities in the field of vocational teaching; to develop proper ideals and attitudes; and to inspire to greater achievement.

Contributory Objectives:

1. To assist in particularly difficult situations.
2. To lead the teacher to recognize his own strength and weakness.
3. To cooperate in new lines of work.
4. To help in promoting the vocational agriculture program in the community.
5. To encourage the teacher in his work.
6. To assist the teacher to keep in contact with new developments in technical knowledge.
7. To keep the teacher informed in the newer and proven methods in teaching.

Secondary Objectives:

1. To enable the teacher trainer to keep alive on the real and practical problems in the field in order to properly train prospective teachers.
2. To note the results of the resident training as displayed in the field so as to adjust and modify such training to a proper functioning.
3. To become familiar with the educational and agricultural conditions in all sections of the state.
4. To secure intimate knowledge so as to enable the teacher trainer to assist the state supervisor in increasing the efficiency and effectiveness of the vocational program.

The ultimate objectives stated above should be recognized as the real purpose of training in service. They are worthwhile and possible of attainment. The contributory objectives are guides along the way, and success with them will be followed by the attainment of the ultimate objectives. The secondary objectives are so-called because they are not *directly* concerned with improving the work of the teacher. As the statements indicate, these objectives are concerned mainly with the improvement of resident teaching.

Guiding Principles

There are certain principles relative to the conduct of Training in Service which should be agreed upon, at least in a general way. The following statements are offered with the hope that they may be accepted as essential to the success of the program.

1. The Training in Service of teachers of agriculture should be a cooperative effort between the teacher training institution and the supervisory staff.
2. The various members of the teacher training staff should serve, so far as possible, as itinerant teachers. New members of the staff should be selected with this function in mind.

3. Training in Service, other than as a part of the duties of the State Supervisor, should be the responsibility of the teacher training staff.
4. The member of the teacher training staff carrying on training in service should have definite contacts with the state supervisory force. Frequent conferences should be held at which helpful information may be exchanged and itineraries and programs planned.
5. Three groups of teachers are in particular need of itinerant training: (1) All inexperienced teachers; (2) Some experienced teachers in need of stimulation and rejuvenation; (3) teachers receiving training in other states.
6. Ample financial provision should be made to secure efficiency in such training.

Training through Visitation

The training of teachers in service is carried on by means of two general devices, i.e., visitation or itinerant training proper, and means other than visitation. There seems to be little doubt in the minds of leaders in agricultural education that visitation is the more important of these two. The general opinion is to the effect that personal contact of trainer and teacher on the job brings the most satisfactory results. "Absentee training" is regarded as valuable, but largely as supplemental to visitation.

The problem of visitation appears to have three natural divisions, as follows: preparing for efficient visitation and service, determining the weaknesses together with the conditions responsible for such weaknesses, and giving service as a result of observations and study.

It is not possible to offer a complete discussion of this problem in the space available. A brief summary of recommendations may, however, be of interest in showing tendencies and approved practices.*

* A more complete discussion of the problem may be found in the following sources: (1) A committee report to the Vocational Agriculture Section of the North Central Region. Secure from Sherman Dickinson, Columbia, Missouri. (2) "Training in Service for Teachers of Agriculture," Educational Monograph No. 5, College of Education, University of Minnesota, Minneapolis. (3) "Methods and Devices for the Professional Improvement of Teachers of Vocational Agriculture," Educational Monograph No. 12, College of Education, University of Minnesota, Minneapolis.

Preparing for Efficient Visitation and Service:

Visitation without preparation is wasteful and inefficient. The itinerant trainer must acquaint himself as fully as possible with all factors of importance so as to render the best possible service. Such preparation involves the following procedures:

1. Being thoroughly familiar with the specific objectives set up for the state program of work; being prepared to emphasize these objectives and to definitely assist each teacher in his efforts to attain them.
2. Notifying the local teacher of the impending visit and stimulating thoughtful preparation on his part.
3. Studying previous reports upon the teacher's work which may be available in state department or training institution.
4. Conferring with supervisors and teacher trainers regarding the special needs of each situation.
5. Becoming acquainted with local conditions so far as attitudes of superintendent, school board, and patrons are concerned.

Determining the Status of the Local Department:

Due primarily to the factor of time, it is important that the itinerant teacher trainer should be capable of "sizing up" a local situation without delay. There is no question but that systematic procedure is desirable. Whether a detailed score card or a general outline is more satisfactory may be a debatable question. The itinerant trainer must provide himself, however, with a guide sufficiently complete to assure a satisfactory diagnosis of the situation. For purposes of direct and accurate comparison, objectivity is important, but subjective judgment must be relied upon to a considerable extent in determining weaknesses.

The following situations seem to be of major significance in an analysis of the local department A clear understanding of each one should be secured by the itinerant teacher.

1. The social and economic conditions in the school district so far as farm, home, and community are concerned.
2. The character of the students, and their attitude toward farm life and education.
3. The teaching facilities available both on the farms of the community, and in the form of equipment and library.
4. The methods used in the presentation of subject matter on the basis of adaptation, efficiency, and effectiveness.
5. The course of study, considering the selection of subject matter, time distribution, and sequence.
6. The completeness and effectiveness of the supervised practice activity.
7. The qualities of the teacher as affected by personal and training factors.

Rendering Service Through Visitation:

If visitation is to be effective, a period of not less than two or three days should be allowed for each school visited. The itinerant trainer should attempt to keep the situation as normal as possible so as to give assistance that will function when he leaves.

Conferences with the teacher after school hours are the most effective means of giving service. Such conferences should be just as definite as possible, based on notes taken by the trainer on the situation as he has seen it. The teacher should be urged to ask questions, should be stimulated to think on his problems, and given encouragement to improve his work. Some itinerant trainers follow the practice of taking charge of a class or other agricultural activity as a demonstration of proper practice. It is always desirable to write a letter to the teacher following a visit, repeating and emphasizing the recommendations made.

PROJECT RECORD KEEPING

(*Continued from page twelve*)

Careful record keeping and an accurate analysis of the various enterprises from year to year will make possible a comparison of unit costs of productions in various localities and states and will have a tendency to introduce the element of competition, stimulate efforts, improve local practices and raise standards generally. This element alone will be highly valuable.

"A project without records is much like a clock without hands. It goes but tells nothing." A record without accuracy and proper interpretation is dead timber. More attention needs to be given to the matter of records in agricultural education.

COMMERCIAL EDUCATION

Business Education a Social Service

CLAY D. SLINKER, *Director of Business Education, Des Moines Public Schools*

TWENTY-FIVE per cent of all the people in the forty-eight United States of America are now attending school. This does not include the thousands who are enrolled only in correspondence courses. It includes those actually in schools and colleges. This probably means that a greater portion of our population is in school than was ever known before in the history of this country. Certainly no such record was ever known in any other country.

With this great school enrollment has come a greater consideration of the social significance of education. Educational leaders in this country are more concerned than ever before as to the connections between the educational process and the social process. In judging education, emphasis is placed on the uses to which the knowledge, attitudes, abilities, and skills acquired can be put in actual life situations. In other words with one-fourth of our population in school we are forced to a serious consideration of the practical purposes which education must serve. The notion that education is a process for the building of a sort of educational aristocracy is a thing of the past and the educational leader who holds to the philosophy that the school should weed out the less apt and specialize on the more brilliant pupils is, like the American Indian and the buffalo, a *rara abis* and a member of a rapidly disappearing race. Statements of aims and objectives in curricula today generally evidence acceptance of responsibility for vocational training.

With our tremendous school attendance and this evidence of the acceptance of a responsibility for training for business vocations, should come a greater social service through a more understanding system of guidance, placement, and followup. From force of circumstances more than half of the boys and girls now in the high schools will eventually be engaged in some form of commercial activity. This fact alone indicates the opportunity for a vital social service through wise counseling and direction of those who are to become commercial workers.

Probably the most important first step is to provide a general business subject matter course containing informational material on the various forms of business service and providing practice material in business forms all must use whether commercially, professionally, or domestically engaged. Such a course will serve not only as a business intelligence training for any pupil, regardless of future training or occupation, but will be valuable as a broadening and finding course, thus adding a valuable social service to the education program.

From the social service point of view it is important that commercial educators sense the responsibility for guidance of pupils into lines of work for which they seem best adapted. This suggests activities planned for:

1. The discovery of aptitudes favorable to success in some specific business activity.
2. Directing the training so as to prepare the pupil for work in the field in which he seems most likely, because of his traits and abilities, to succeed.
3. A teaching for *complete mastery* of essentials—not for passing grades, which frequently leads simply to the get-by attitude.
4. The discovery of ways of developing traits desired in business service.
5. A training in recognition of and in harmony with the Seven Cardinal Principles of Secondary Education, and providing for appropriate and effective activities to uphold the doctrine of training for health, for home membership, for social efficiency, for intelligent performance of civic responsibilities, for a vocation and vocational efficiency, for a profitable use of leisure, and for ethical character.

Limitation of space here prohibits a discussion of each of the cardinal principles from the standpoint of commercial education; but each commercial teacher should accept and weave into his own life philosophy the intent of these principles that they may become the ever present concomitants which, while not the obvious, are still the ever essential parts of instruction and learning. Just as commerce is a social service, so commercial training must be in its most earnest sense a social training. Furthermore, ethical character training is an essential concomitant of training for business.

Commercial teachers will say that they assume responsibility for developing appropriate business behavior, and of high ideals for thinking and acting in given business situations. Behavior on the job however convinces us that more thought and more emphasis should be placed upon this most essential phase of business training. Teachers of vocational commercial subjects can add to the practical value of their services by having in mind, while teaching, certain specific positions and the detailed responsibilities of those positions, thus anticipating in detail the problems their pupils must face on the job. Only in some such way will objective vocational training develop in the class room.

It has been frequently said to our discredit that we have no interest in our pupils after they have graduated. This is a harsh criticism and is, doubtless, in the general run of cases untrue. Judging from any standpoint it certainly should not be true. If occupational training can be justified on grounds of social service, then placement is just as truly justified on the same grounds. But before this side of our service can be efficiently done, we must prepare for it. Such preparation implies a study

(*Continued on page twenty-three*)

HOME ECONOMICS EDUCATION

Research in Home Economics Education a Challenging Field

GENEVIEVE FISHER, *Dean of Home Economics, Iowa State College, Ames, Iowa*

WE SHALL soon be entering upon the second decade of vocational work in Home Economics as promoted by the Vocational Education act. Though the actual amount of money received from federal aid by Home Economics has been only a small fraction of the amount spent by state and local communities, the marked growth in the organized plan for training in homemaking seems to have a very direct correlation with the passage of the Smith-Hughes Act.

In these ten years we have seen the qualifications for professional training of teachers for the all-day schools raised in most states to graduation from a four-year curriculum in Home Economics. We have seen four-year courses for the training of teachers introduced into colleges which prior to 1917 were barely aware of the need for Homemaking education. We have seen state supervision accepted as a part of the necessary plan for the promotion of work and the improvement of teachers in service. We have seen numbers of serious attempts to analyze the vocational needs of girls in the day school, of girls in the part-time school, and of women in evening classes. We have seen the program broaden to include related work in applied art and science, child care and training, parent education, and family relationships. The home project has been accepted as a valuable aid in instruction. Equipment has been modified to meet a changed curriculum. Most of the Home Economics departments once housed in unattractive basement rooms, have adequate accommodations on upper floors or in cottages especially designed for the needs of homemaking instruction.

These achievements are most gratifying. But lest we become satisfied with our attainments, it is well to take stock of some of the many problems which have barely been defined or are far from solution. As one reads the reports of the national regional conferences of teacher trainers and state supervisors, one is impressed with the serious thought and hard work which has stretched over months and sometimes years. Valuable contributions have come to us through the committee and the conference group methods but no one for a moment claims that these methods are scientific or that the results have been conclusively proved. The most that can be said of them is that they serve to point out the need for careful study. This must be carried on by students trained in the technic of research, students who are not only familiar with the tools of educational research but who know the field of home economics.

If we hope to make progress in the next decade comparable to that of the past one, we must forge ahead on a program of research in Home Economics Education. We must determine guiding principles in curriculum building for both the day school and teacher training courses. Some good work has been done but there is much yet ahead. We need to devise better ways of testing and measuring in order that students may be properly placed in their class work, in order that we may intelligently check the results of class and laboratory instruction, and in order to aid students in measuring their own progress. We need tests that measure not only information and skills, but judgment, and appreciations which we are coming to believe are of equal importance as vocational goals in homemaking education.

Considerable research in child development is in progress but as the subject matter is clarified and technics developed, it is important that those who are familiar with the vocational education field, aid in selecting suitable teaching material for the various groups of girls and women in our classes.

We are beginning to glimpse the contribution which the social sciences may make in the training of the future homemaker. Some venture to predict that advancement in the Home Economics field in the next ten years will be in proportion to the realization of the contribution which economics and sociology can make. Economists tell us that approximately ninety per cent of goods used in the homes of America are purchased by women. We are agreed that the training of the homemaker to be an intelligent consumer, is one of the responsibilities of Home Economics, yet the proportion of the average curriculum now devoted to this phase of preparation does not convince one that we have actually accepted our responsibility for training the consumer. This is a less tangible field and up to the present time has attracted comparatively few of our research students. If Home Economics expects to meet its obligations in this field, we must have guidance in formulating the buying problems of the homemaker and in giving us a method of presenting these so that they will be live situations to the students. Here again the research worker is needed to point the way.

There is an increasing conviction that the subject of family and social relations should be an important part of the preparation of every girl for her work as a homemaker and as a member of her community. We believe Home Economics can help the family to make better adjustments in this increasingly complex social world. We need help in determining what are the particular problems we should undertake to give guidance in solving.

(*Continued on page eighteen*)

VOCATIONAL REHABILITATION

Trends in Vocational Rehabilitation

By John Aubel Kratz, *Chief, Vocational Rehabilitation, Federal Board for Vocational Education*

When Secretary Smith requested me to write an article for the American Vocational Association News Bulletin on the Subject, "Trends in Vocational Rehabilitation," I accepted promptly, because I appreciated fully the fine opportunity presented to me of making a statement on the rehabilitation program in the United States to a group of persons so deeply interested in the work. However, as I addressed myself to the task I found it difficult to determine just what to say. I found the "order" a large one and saw myself in the position of the analyst who has a wealth of material from which to select the most pertinent and significant data for presentation. Fortunately for me before this article was written there was held in the City of Milwaukee a national conference on vocational rehabilitation of disabled persons, called by the Federal Board and I was at once provided with many suggestions.

I felt, therefore, that to give my readers some of the "high lights" of this conference would be in effect to accomplish just what Mr. Smith had in mind for me to do. The conference, the fifth in a series, was attended by representatives from thirty-five or thirty-six states. About one hundred rehabilitation officials and workers, exclusive of many local visitors and representatives of allied fields, participated in the meetings. The first session of the conference was devoted to providing opportunity to representatives from all the cooperating states to make brief reports on the outstanding developments in their state programs. At another session the conference heard from specialists in four important fields of commerce and industry with respect to the opportunities for employment of the physically handicapped in these fields, and the qualifications and training needed by workers for the attainment of success in them. In three other sessions abundant opportunity was had for the delegates to the conference to discuss the application of scientific methods followed in field of work other than rehabilitation to the rehabilitation program. The following diagnosis of the present tendencies in the vocational rehabilitation movement came out of the discussions of this national conference.

The vocational rehabilitation of the disabled civilian was inaugurated as a national program in June, 1920. Prior to this time the problem of reestablishing the disabled worker in remunerative employment had been attacked in many ways by numberous agencies interested in the unfortunate. Those who were instrumental in bringing about the passage of the national rehabilitation act construed the problem as largely one of reeducation of the vocationally handicapped person. Experience in dealing with the physically disabled soon demonstrated, however, that vocational rehabilitation in general can not be so simply accomplished. There are involved in the solution of the problem such important measures as those of physical reconstruction, provision of artificial appliances, social service, reestablishment of morale, and placement. That is to say, in many cases retraining is but one phase of the entire effort that is required to rehabilitate the physically disabled worker, while in many others the problem of retraining does not enter at all. Fifty per cent of the persons now served by state rehabilitation departments either are not susceptible of training, or do not need or desire it. The obstacles that stand in the way of these disabled persons reentering employment may be one or more of a number of factors that have no relation to vocational training.

The following analysis of cases rehabiltated in the years 1926 and 1927 indicates to some degree the nature of the rehabiltation problem in the states.

	Percentage
1. *Sex Distribution.*	
Male	88.7
Female	11.3
2. *Age Distribution.*	
Under 21	22
21-30	33
31-40	22
41-50	14
Over 50	.8
Unknown	.1
3. *Origin of Disability.*	
Employment Accident	54
Public Accident	15
Disease	25
Congenital	5
Unknown	1
4. *Nature of Disability.*	
Fingers	8
Hand	12
Arm	12
Leg	40
Vision	8
Hearing	3
Cardiac	1
T. B.	2
Back	1
Others	5
Unknown	8
5. *Kind of Rehabilitation Service.*	
Institutional Training	41
Employment Training	8
Job Restoration	51
6. *Vocational Experience Before Rehabilitation.*	
With Experience	75
Without Experience	25

There has always been a question, however, whether these services other than retraining either constitute true vocational rehabilitation or effectively accomplish it. It is not my purpose in this article to discuss that question. I want to point out, rather, very definite trends today on the part of workers in rehabilitation to make a more careful selection of the cases for whom they attempt rehabilitation, whereas in the early years of the work the attitude was to make a rehabilitation service state-wide both as to sections to be served and types of disabled persons to be helped, the purpose now in many of the states is decidedly to make a most careful selection of the case. Actual experience has shown rehabilitation workers everywhere the inadvisability of attempting at public expense a service to certain types of physically handicapped persons. Such factors as degree of disability, age, limited vocational experience, meagre education, attitude and temperament are most important factors influencing decisions and plans. There are other limiting factors such as susceptibility and feasibility, the case, lack of employment or training opportunities in certain communities and lack of funds. The following summaries of discussions at a recent regional conference of rehabilitation workers shows the trends of their thinking in the matter of selection of cases.

As to Vocational Handicap.

1. Only those cases who are vocationally handicapped as the result of a physical disability should be selected for the service.
2. In the selection of cases to whom a service is to be rendered the degree of physical disability does not enter as a factor in those cases who have had former vocational experience.
3. In selecting cases for rehabilitation who have had no vocational experience the degree of physical disability is a prime factor. In such cases the physical disability must be major.
4. Cases should not be selected for rehabilitation unless they can be returned to recognized vocations. It was agreed that the vocations of housewife and common laborer should be considered as recognized vocations.
5. In selecting cases the "floater" and the "beggar" should be eliminated from the list.
6. No case should be selected for the rehabilitation service who can return to his vocation satisfactorily without assistance from the department.

As to Susceptibility.

1. Age is a factor entering in the selection of cases, and, in general, cases over 50 years of age are not susceptible for the service.
2. Disabled persons whose disability is further complicated by some mental condition are not susceptible of rehabilitation.
3. Education and vocational experience, or the lack of education and vocational experience, do not enter as susceptibility factors in the selection of cases.

A second and quite noticeable trend in vocational rehabilitation is the determination on the part of the case worker to secure a better equipment for his job. Reference is had particularly to the guidance phase of the work. The rehabilitation counsellor must know, if he is to do efficient work, a great deal about vocations, at least those which are most frequently represented in the employments by which men and women earn a livelihood. Surveys of industrial establishments and contacts with foremen, superintendents and workers, singly or in groups are the means by which this is accomplished. It is well understood that it is becoming increasingly difficult for the rehabilitation worker to provide service to the handicapped that is worthwhile unless he possesses practical knowledge regarding many types of vocations.

Obviously in a limited article it is not possible to deal adequately with present trends in a movement so significant, comprehensive and far reaching as that of vocational rehabilitation. I should not close, however, without giving some attention to a most gratifying and potential trend in rehabilitation today which if continued intelligently will mean more for the ultimate development of the program than any other single factor. I refer to the development of a more scientific attitude on the part of the rehabilitation worker. The application of the scientific method in any form of social work is generally admitted as desirable and this is particularly true of vocational rehabilitation. Case procedure work and the counselling of the disabled admit of scientific approach and method, and will not attain highest efficiency until so carried on. It was most significant that at the last national conference rehabilitation men and women in the country were found most naturally and interestedly discussing the application of scientific principles to their work. This does not signify that in the past this method has been ignored. It was, however, natural that in the first years of the inauguration and development of the program the men and women in the movement had to work their own way through its problems by securing actual experience on the job. The present finds them, however, eager to capitalize these experiences, to analyze them, and to build out of them the scientific principles and policies which should guide them in the future.

HOME ECONOMICS

(*Continued from page sixteen*)

Where in the curriculum any one of the many social problems had best come? What methods of teaching have proved most successful? The answers to these questions are still in the realm of hazy opinion. We need patient and careful research to guide us.

Progress in Home Economics Education during the next decade is dependent upon its research program. We must make it possible for those to whom the research field offers a challenge, to carry on studies and investigations. Teaching loads may be lightened, routine work shifted or leaves of absence granted. In a few institutions fellowships are being offered. There should be many more. If we are to go forward there must be intelligent, well trained leadership.

Rehabilitation in New York State

L. A. WILSON, *Assistant State Commissioner of Education*

A BUREAU for the rehabilitation of the physically handicapped was established in the Division of Vocational and Extension Education, July 1, 1921, with offices in the Education Building, Albany, and in the cities of New York, Syracuse, Rochester and Buffalo.

The object of this bureau is to restore to remunerative occupations those who have received vocational handicaps by accident, disease or congenital defects. They must be citizens of the state, over fourteen years of age, of sound mind and not blind, as the latter are served by the State Commission for the Blind.

More than sixty per cent of the physically handicapped are referred to the bureau by the Bureau of Workmen's Compensation, some by the Health Department and others by social agencies, physicians, surgeons, employers and the general public.

The process of rehabilitation is highly complex and must be adapted to the individual needs and aptitude of each person. Case work methods are used. Those who can profit by training are given courses in trade, technical and commercial schools. Because of age and economic conditions, many who cannot take training are rehabilitated by social service which may include therapeutic treatment, artificial appliances, assistance in adjusting compensation questions, advice and guidance, and placement in suitable occupations.

Half of the expense of operating the bureau is borne by the Federal Government, except for permanent equipment, therapeutic treatment and maintenance. The expense for rehabilitating those who are injured under the Workmen's Compensation Act is met by an insurance fund.

During the first seven years, 3,715 physically handicapped persons were rehabilitated. Of these 3,253 were men and 462 women. Their average age was 30 years six months and their average initial weekly wage was $22.40. 1,337 of these persons took special courses in various schools, 322 received employment training and 2,056 were rehabilitated by social and economic readjustment. The cost was $246.00 per capita and, as the average wage was more than $1,000 per year, it is apparent that there is a great economic and social gain from the rehabilitation service. It has provided a new opportunity for the physically handicapped and enables many of them to return to gainful occupations, whereby they may live independent, self-respecting lives.

To determine the stability and effectiveness of the rehabilitation work, the Bureau recently made a review of 1,399 persons who were rehabilitated from July 1, 1921, to July 1, 1925. This review showed that fifty-one per cent were receiving an increased wage, twenty-one per cent were receiving the same wage, and eight per cent were receiving a decreased wage, as compared with their wages when rehabilitated. Seventy-four per cent were found in positions for which they had been trained, or in similar positions, and twenty-six per cent were engaged in different occupations. Of the total number, two hundred and fifty-one could not be found and twenty-eight were deceased.

When the labor turnover in industry is considered, it is apparent that the physically handicapped, when intelligently advised, guided and trained, and placed in employment, become as stable and successful workers as do those who have never met with such misfortunes.

What rehabilitation means to many of the physically handicapped is indicated by the following expression from a young man, twenty years of age, who was disabled by infantile paralysis and trained to become a linotype operator:

"I feel that I am indebted to you and to your department for more than words can express or than money can pay. I can see that it is through you that I am what I am today and I thank you from the bottom of my heart for what you have done for me. I feel that in no way can I ever repay you for your interest in me. However, I can pay in part by helping out some other unfortunate member of society, so, if at any time I am in a position to teach someone who has been as unfortunate as I, do not be afraid to call upon me as I will be willing to try to make his life a little brighter as you have made mine."

MACHINE WORK

By

THERON J. PALMATEER

"MR. PALMATEER has written a book which should prove indispensable to the shop teacher in machine-shop practice. Without sacrificing its essentially practical character, the book contains considerable detailed information about fundamental machine-shop practices."—*Vocational Education*—25 working drawings, 40 halftones, and 150 line illustrations.

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TRADE AND INDUSTRIAL EDUCATION

What's Wrong With the Auto Mechanics Courses

C. E. RAKESTRAW, *Agent, Industrial Education, Federal Board for Vocational Education*

IN A great many cities it has been difficult to conduct efficient classes in Auto Mechanics. Especially is this true with classes organized on the day unit trade basis.

It is not at all uncommon to hear persons in charge of trade and industrial training say:

What is wrong with the Auto Mechanics Course? We do not know just how to organize the courses in Auto Mechanics to function as well as some of the other classes.

What should be taught as related subjects? How should it be given and when?

We cannot find the right type of instructor. If we get a man from the trade he may not know how to teach. If we get a college man he seems to lack something in putting the job across.

It is difficult to get practical jobs for the students to work on. When we get people to bring in cars to be repaired, we often have them complain about the repairs made to their cars not being properly done, the unworkmanlike manner in which the boys are allowed to go about the job. They also complain that when the car went into the shop for some small repair job and was delivered to them afterwards they found the gas tank empty, not enough oil in motor, one headlight bulb gone, tail light not working, steering wheel, upholstering and fenders greasy, cotter pins left out, and in general the car was in worse shape than before going into the shop.

The answer to "What is wrong with the Auto Mechanics course?" is indicated in the following paragraphs:

1. *Objective Too General.*

   In a great many cases, when the question is asked, "What is the objective of the Auto Mechanics course?" the usual reply is, "We are training boys to enter the trade as *general all around mechanics.*"

   In the length of time usually allowed for this work it is next to impossible to cover a general course given on the unit trade plan and fit a boy to enter any phase of the trade with enough detailed knowledge and skill to be of much help to him in holding a job.

2. *Instructor Not Properly Trained.*

   In many instances instructors are employed from the trade and placed on the job without knowing what is expected of them other than to keep the classes full. They usually think of giving lectures on the history of the automobile, principles of construction and many other things, none of which have any direct bearing on what they should be doing. The teacher trainer or someone should be on the job to see that such men are kept on the right track.

   Often when instructors are employed who have had teacher training, they, too, fail, due most likely to the lack of trade contact. Instructors who lack this contact should be required to work at the trade as time permits in order that they may keep up to date with the work of the trade.

3. *Classes Too Large.*

   It is not possible to do a good job of trade teaching with twenty-five or thirty boys in one group. One can easily see how jobs are turned out that are not properly inspected.

4. *Inadequate Equipment.*

   In order to fit boys to enter the trade it is necessary that the instructor be supplied with the right kind and amount of equipment. Why use equipment in training that is no longer used in service garages?

5. *Shops Poorly Arranged.*

   Shop should be arranged in such a manner that will enable the instructor to carry on the work as nearly as possible to conform with the best service garages.

6. *Related Subjects Largely Ignored.*

   Difficulties in teaching related subjects courses are many. Some of the main difficulties are as follows:

   (A) Inclusion of non-functioning for functioning content.

   (B) Functional content taught at the wrong stage of the students' progression.

   (C) Inclusion of content beyond the level of employment at which the course aims.

7. *Instructor Not Familiar with Best Shop Practices.*

   One often finds men teaching who have no knowledge of the latest and most efficient methods used in service garages. They have failed to keep in touch with the trade.

8. *Lack of the Utilization of Representative Trade Group.*

   With a group of outstanding men from the trade.

the instructor can secure valuable help and information.

9. *Poor Quality of Work.*

Students are turned out of the course who cannot perform under commercial shop conditions.

10. *Training Period Too Short.*

Insufficient time for repetitive training in order to assure the forming of correct habits.

11. *Students in Class Who Do Not Expect to Follow Trade.*

Lack of proper method of selecting students. Boys are admitted to class for reasons other than their desire to learn the trade and their expectation to follow it, resulting in low percentage of placement.

12. *Employment Conditions Not Known.*

No consideration has been given to the student's placement in the trade after the completion of his training. The closest cooperation with industry must exist in this matter if satisfactory results are to be achieved.

Suggestions for Improvement

Based upon observation and experience it is believed that the foregoing situations in the Auto Mechanics courses can be improved under the following suggestions:

1. *Representative Advisory Committee.*

First, it is necessary to study the need for such courses before attempting to start the class. This can be effectively done through a representative group composed of outstanding mechanics in the trade, service garage managers, representatives from automobile dealers' associations, and automobile clubs. These groups can render valuable aid to the program, such as placement of students, giving assistance in working out the content of the course, selection of students, and, last but not least, they give the proper tie-up of the school with the industry, which is absolutely desirable in the teaching of trade courses.

2. *Well Qualified Instructors.*

The success of any class depends largely upon the instructor. It is not inferred here that the instructor should be selected on the basis of practical experience alone. He should possess the ability to impart his knowledge to others, and be willing and able to profit by instruction in teacher training classes. Some teachers have been employed who have had their training in state institutions, but quite often they are deficient in practical experience and unless they spend some time actually working at the trade during vacations, it is almost certain that their classes will fail. It is advisable to utilize the representative committee to aid in the selection of instructors. In the first analysis, the one chosen should be an outstanding mechanic and one who holds the respect and confidence of the local trade. If he is brought in from outside the community, he must establish contact with the trade immediately in order that the placement of his students be made sure.

3. *Setting Up Definite Objective.*

It is necessary that a definite objective be set up. Here also one will find the aid of the representative committee invaluable in determining what phase of the trade should be taught. For under certain conditions it is better to offer instruction in one specific phase of the trade rather than to try to cover the whole field of instruction: chassis, generators and starter, battery repair and building, vulcanizing, body repairs, and upholstering. In many classes one will find an instructor attempting to teach all the above. The objective must be clearly defined if a real job is to be done. As will be seen under the three following typical situations, it would not be possible to have the same employment aim for each course.

(A) A course offered in a high school which is given for 180 minutes per day of shop work and 90 minutes of related subjects, a total of 810 hours per year.

(B) A course offered in a vocational school devoting four hours per day to shop work and three hours to related technical information, or a total of 1,200 hours per year.

(C) A course offered on the part-time basis devoting four hours per week, or a total of 144 hours per year.

4. *Content of Course.*

The content of the course should most certainly be worked out to meet the needs of the employment aim. The instructor, with the aid of the representative group, must develop the course to meet his own particular situation.

In many cases the instructor, after the objective has been set up, will work with the local supervisor and teacher trainer in organizing the content of the course, then meeting with the representative group further to organize and determine the functioning content.

5. *Make Provisions for Adequate Equipment.*

To conduct the class successfully an instructor must have sufficient equipment to enable him to train his pupils to meet the requirements of the employment objective. For example, how will an instructor teach a boy the proper use of reamers, taps and dies, and other hand tool equipment, if none are provided?

6. *Shop Organization.*

The instructor should inaugurate a shop system that will enable the work to be carried on in a systematic and businesslike manner. He must take care of requisitions, work orders, methods of inspection, students' work records, and should by all means have an adequate checking system for tools and equipment. As an illustration, when a car comes into the shop for repairs to the motor, the student assigned should first cover the fenders, steering wheel and seat with specially made covers. After the job is completed a card should be attached to the car showing that it has been inspected, and that there is sufficient oil in the motor, water in the radiator, and that all lights are in

working order. The final inspection should be made by the instructor. A record should be kept of the work done by students. No student should be given a final check as to his ability until he has had sufficient repetitive training on any one job to insure his doing the work correctly.

7. *Selection of Students.*

Only boys should be admitted who have, to the satisfaction of the director and instructor, proved that they want to learn the trade and expect to follow it upon completion. Those desiring to enter for various other reasons should be in the industrial arts classes. Of course, a great many boys will be admitted who will afterwards drop out because they find the course not what they want. By giving rigid attention to the admission of students it is possible to keep out many students who could not profit by the instruction.

8. *Methods of Instruction.*

The instruction should be organized on an individual basis, each student going through each phase of the work, as organized under the objective, beginning with simple jobs and working through the more difficult ones. A new student could not be expected to start with a job of fitting bearings, or installing timing gears. An auto mechanics course can be successfully conducted on practical jobs if the shop is so organized that students doing the work have had sufficient training in the fundamentals to enable them to turn out a decent job. The instructor needs to drill into them the necessity for going about their jobs in a workmanlike and systematic manner.

Only such related information as actually functions on the job should be given. This instruction should be given at the time when the students can actually apply it to a practical job. It would be much better for a student when he finishes a course to know how to do a few jobs well than it would be for him to have a smattering of experience in doing many jobs in an inefficient way.

9. *How Practical Jobs Can Be Handled in a Trade Class.*

Experience has demonstrated that practical jobs can be handled on the same basis as they are carried through in a commercial service garage. When the job comes into the shop for repair a job ticket should be made showing just what is to be done. For example, a car comes in for the following work: "Clean carbon and grind valves, and reline rear brake bands." Four students can be assigned to this work, selecting two for the valve grinding and two for the brake job. In making this assignment, the instructor should pick one boy who has been through the valve grinding job and one that has been through the relining of brakes, and then select two have not had experience in either one, each working with the other two as helpers. The shop should be so organized that these four boys can finish the job. This same job should not be given other boys during other shop periods. If the ones assigned cannot finish the job during one shop period, it should be held over for them. No attempt should be made to break speed records in getting the job out. The instructor should by all means be on the job to give these boys all the instruction needed, and apply the related information connected with the job at the time it comes up. The boys, before starting, should be instructed in the safety factor involved, how to start the job in a neat, systematic workmanlike manner. The brake lining crew should be taught, on the job, how to determine the kind and amount of lining needed, results of poor installation, how to check condition of brake drum and last, but by all means not the least, how to adjust properly the brakes after they have been renewed. Here, some good reference reading can be assigned.

The same is true for the valve grinding job. Many good jobs of valve grinding are spoiled by the improper setting of valve tappets. Many things should be taught the student on a job of this kind. It would be helpful to make a list of items of information directly connected with the job that one should know in order to do it in first class shape. There will be many things, most instructors will agree, which should be taught right on the job.

In order to carry on the work on this basis it is necessary to have shops in a clean, systematic order. In training auto mechanics the above is essential, as one does not wish them to acquire the habit of keeping shop tools and equipment as they are in some of the alley types of garages. If the work is properly tied up with industry through a representative advisory board, composed of mechanics, automobile dealers, service garage managers, practical jobs can easily be secured. Dealers are glad to furnish a certain amount of repair work for the purpose of training better mechanics. Of course, it is up to the instructor to see that the work is properly done. He should not let any job go out of the shop until he has thoroughly inspected and approved it.

It is not possible for an instructor to carry his work through on a practical basis unless his groups are small. Twenty boys to a group should be the maximum size of trade classes. Classes of thirty or

10. *Size of Classes.*

more are doomed to failure when an instructor, with no assistance and without proper equipment, is expected to do a first class job of trade training. Consideration should be given to the care and upkeep of tools and shop equipment. If possible, some one should be employed in the tool room to check out hand tools and equipment, also to keep them in repair. The instructor cannot do all of this work without slighting his job of teaching.

11. *Practical Jobs Versus the Progression Work on the Old Junk Cars.*

Some instructors start students through a course which requires the dismantling and reassembling of old, obsolete cars. The equipment usually consists of a four, six, and eight cylinder chassis. The students are divided into squads and required to dismantle and reassemble each. This practice tends to cause the student to lose interest. He knows that the motor and other equipment is not going to be used, and therefore, he does not feel the responsibility for doing a good job. He acquires unworkmanlike habits while doing this kind of work. Every time these jobs are disassembled and reassembled they are one step nearer the junk heap. Parts are lost

and threads are stripped. As these cars are not to be used, the boy just cannot acquire any real responsibility or correct habits.

This is not so on practical jobs, for the students and the instructor know that the job must be done properly. There is no question but what the commercial garage type of work is one of the most efficient ways in which to train auto mechanics.

12. *The Function of Used Cars and Parts for Related Technical Information.*

Each shop should have sufficient laboratory equipment for the teaching of related and technical information. Motors, transmissions, differentials, frames, front axles, assembly and other accessories will be found invaluable in getting over the related and technical information. In some cases it is well to cut away sections of the various parts to afford better observation.

The Concluding Suggestion.

In the past few years it has been proven that probably the most effective plan of training auto mechanics is on the cooperative part-time basis. Many factors enter into this plan to make it hard to apply in all communities. Among these factors is the age of the student. In some states boys cannot be placed in employment under the age of eighteen; other states allow boys at 14 to 16. It is suggested, where possible, that two types of classes be organized—one on the unit trade basis, and the other on the cooperative part-time plan—so that the unit trade class may care for those under employment age, and act as a reservoir for the cooperative part-time class. After a boy has spent one year in the unit trade, if his age will permit his being employed, he can then be placed in the cooperative part-time class to complete his course.

BUSINESS EDUCATION A SOCIAL SERVICE

(*Continued from page fifteen*)

and understanding of the principles of guidance, as well as personal knowledge of the jobs themselves, the detailed duties involved, and the social traits and attitudes necessary to the satisfactory performance of the duties involved.

Having placed graduates in positions, the school may render a further social service through a followup to discover strong and weak places in school training with a view to improvement. One of the favorable features of the co-operative plan of training is that the teacher is constantly being informed as to duties and practices on the job and thus being prodded out of possible lethargy of abstractness into vital objective teaching.

"We learn what we practice" is a very common saying with us these days. Then let us as teachers practice closer contacts with business to learn what clerical practices and traits are, what secretarial practices and traits are, what selling practices and traits are, and so on down the line of business and commercial activities. Let us do these things with the determined resolve thus to render a more efficient social service through better study of pupil aptitudes, better guidance, better teaching, better placement, and better followup.

GUESS-WORK BY CHAIR WARMERS VS. OCCUPATIONAL STUDIES

By LLOYD L. JONES, *Department of Business Administration, Baldwin-Wallace College, Berea, Ohio*

We all admit that within the past fifty years there have been remarkable changes in the occupations of the people of the United States. Swinging from dominant agricultural activities we have rapidly but surely become the greatest industrial and commercial nation of the world.

We have heard a lot about the school modifying its curriculum to meet changing industrial and business conditions. But does the school—your school—have any machinery set up for informing itself of industrial and commercial opportunities in the community? Is it not the function of the school to gather unbiased occupational information?

The public school requires compulsory attendance. Why? So that boys and girls can get bundles of information about jobs which do not exist or about jobs they may get when they are thirty or forty years old? What do the teachers of the commercial sciences know about jobs? Have any of them ever earned a dollar outside of the school room? How many of them could?

If the public school is organized for the purpose of training boys and girls for effective lives in an economic community; if the public school is to enable them to function effectively and happily in society, then these students have the privilege of demanding a fairly large amount of occupational information. Should boys and girls be informed as to the following:

1. Number of persons employed in specific occupations?
2. Distribution or extent of said occupations?
3. Certainty or economic stability of said occupations?
4. Social status of said occupations?
5. Levels of intelligence required for success in said occupations?
6. Compensation or pay?
7. Number of hours of work per day?
8. Chances for promotion?
9. Chances for further study and development leading to promotion?
10. Chances for self expression and happiness?
11. Is employment temporary, seasonal or periodical?
12. Is it healthy and safe?
13. What sort of environment surrounds said employment?

No other organization can give unbiased and uncolored answers to such questions. Unless the public school renders such a service, boys and girls will continue to select their jobs in the wasteful hit and miss fashion.

How many commercial teachers are rendering these services or insisting to school administrators that the school set up such a service? We must remember that every boy and girl is already a consumer. In every community there is to be found the fact background for guidance and for constructing adequate courses of study.

Why not help boys and girls to be intelligent producers and workers?

Some Features of Pennsylvania's Industrial Education Program

P. L. CRESSMAN, *Assistant Director of Vocational Education, Department of Public Instruction, Harrisburg, Pennsylvania*

Electrical Laboratory, Overbrook and Gratz High Schools, Philadelphia.

SINCE the days of the Centennial in Philadelphia there has been a constant increase in the development of industrial education. This development grew more rapidly after the State Legislation of 1913, which provided for state appropriations for this phase of education. In 1915 the continuation schools came into existence in the state through legislative enactment. In 1917 Pennsylvania felt the stimulus given by the Smith-Hughes Act. The legislation of all these previous years, so far as the state was concerned, was harmonized into a new law in 1925. This in turn gave industrial education a period of marked advancement.

While there have been, at different periods, certain definite advances in the development and promotion of this phase of education, nevertheless, a charting of the number of teachers employed or the number of trades taught in the state would indicate a rather steady and constant increase since the year 1913.

Pennsylvania at the present time employs 598 vocational trade and industrial and related subjects teachers. There are approximately 900 teachers engaged in an industrial arts type of work in Pennsylvania. At the present time there are 55 districts which are conducting one or more phases of vocational industrial education, while there are over 200 districts which have made provisions for industrial arts education.

A Comprehensive Program.

The vocational industrial phase of Pennsylvania's program covers a wide range of trades and subjects given in day, evening and extension courses. Including the various subjects taught to tradesmen in evening schools, Pennsylvania has offered, during the past year, fifty-eight different courses. Not only do these trades include the more commonly taught trades, such as, automobile mechanics, cabinet making, machine shop and electrical construction, but also such trades as molding, paper hanging, power plant engineering, tailoring and textile work, dressmaking, beauty culture and millinery.

The two large centers, Philadelphia and Pittsburgh, offer an exceptional opportunity for the development of industrial education on a broad basis. These cities have a population which makes it possible for them to offer a variety of trade courses. Both of these districts,

during the past few years, have more than doubled the size of their vocational industrial program.

It has been more difficult to provide for a type of program which will meet the specific needs of the large number of small cities. The most successful plan thus far developed has been the cooperative type of education which provides for two groups of boys, one group in school while the other works in industry, all of these working on a two week about plan. During the past two years there has been a decided increase in the number of districts, having a population from 2,000 up, that have established this type of program.

Assist Plant Training Programs.

Numerous contacts are made with the various concerns conducting corporation trade schools. There are approximately fifty corporation and private trade schools in operation in Pennsylvania. In certain of these schools a part of the educational work is done in the public schools, while the work in some of the other schools is done in the plants.

Cooperative Students of Agricultural Drafting working in the office of H. Louis Duhring, R. A., Philadelphia.

Foremanship Training.

In line with the development of the plant training program, foremanship improvement training occupies an important place. There have been a number of foremanship improvement courses provided for in plants scattered throughout the state. Most of this work was done in an effort to demonstrate the value of the conference method in conducting foremanship improvement courses.

Following the demonstration conferences of foremanship improvement, Pennsylvania is now engaged in a foremanship improvement leader training program. Probably the most extensive development in this respect took place in the city of Philadelphia last year, where the Federal Board for Vocational Education, the State Department of Public Instruction and the city schools of Philadelphia cooperated in training a very select group of men from the metal trades to go back to their own plants to conduct conferences with their own foremen. There were seventeen men in this first group and the work was so successful that a second group was organized and trained last spring.

The city of Williamsport put on a rather complete program of foremanship improvement training and foreman improvement leader training during the spring months, under the direction of their Vocational Director, Mr. George H. Parkes, assisted by members of the State Industrial Education staff.

Tendencies in City Programs.

With the development of industrial education in Pennsylvania, certain decided tendencies have been noted in the organization of the program. These tendencies are becoming standardized until it is a rather common expression to speak of it as "the Pennsylvania program."

Industrial Arts—Grades 7-8-9
Pre-employment Unit Trade—Grade 10
Part-time Cooperative—Grades 11-12

(It should be stated that these grades are not definitely adhered to in the various city organizations, but that this represents a predominating practice.)

In grades seven, eight and nine there is a marked tendency to devote from two to six hours a week to an industrial arts type of instruction, with as many and varied activities as it is possible to provide. This has resulted in a marked growth of the general shop or composit shop type of organization. In a great many districts the general shop is a solution for an administrative problem, while in other districts, claims are also made for the general shop on an educational basis, believing that it has points of advantage over that of unit shops. Another tendency along this line has been when two or more industrial arts teachers are needed in a school, that the general shop equipments be not duplicated, but organized so that they supplement one another.

Pre-employment training on a vocational basis, meeting the Smith-Hughes requirements, is given usually in the tenth grade. It is more economical to all concerned that the apprentice secure at least an acquaintance with the tools and general trade practice before going out in the trade or into industry.

Overbrook Senior High School, 59th St. and Lancaster Ave., Philadelphia. Opened September, 1926.

A Beginning Class of Apprentice Bricklayers, McCall Evening School, Philadelphia.

In the eleventh and twelfth grades the majority of districts are conducting part-time cooperative work where the boys spend two weeks in school and two weeks in industry, alternating every two weeks. This type of organization has become increasingly popular during the last few years.

An increasing number of cities are providing for apprenticeship classes from various industries. These apprentices usually come to school on Saturday morning, or in some few cases during the regular school week, for from four to eight hours. There are a few districts which have provided for the school attendance of apprentices in the evening classes, although there are constantly fewer districts which require attendance of apprentices in the evening school.

Continuation School.

The general continuation schools were organized in 1916, following the Child Labor Laws of 1915. The first schools were tolerated and regarded as a necessary evil. Gradually, but surely, these conditions have been changing and the schools, instead of being housed in basements and storerooms and furnished with anything that was left over so far as equipment was concerned (frequently the same could be applied to the teachers) they have come to a place where they are receiving due recognition by the city school authorities. A marked tendency which should be noted is the fact that this school is no longer being housed with the elementary school, but with groups of high school age. An increasing number of districts are combining their voluntary and part-time education groups. In the city of Philadelphia there will be found a large girls' trade school, where both of these groups attend school under the same school organization and in the same school building. Two other large buildings will be provided, which will take care of the continuation school group and also many forms of industrial education. Pennsylvania has 115 districts conducting continuation schools.

A. V. A. Visitors.

Visitors from all parts of the country who anticipate coming to the American Vocational Association convention in Philadelphia in December, will doubtless be interested in visiting some of these places. Pennsylvania has a comprehensive type of program to offer with numerous places of interest to visitors from other states. Officials at the state office will be pleased to help to arrange itineraries for visitors planning to attend the A. V. A. convention.

Foreman Training in West Virginia

EDWARD S. MACLIN, *Professor of Industrial Education, West Virginia University*

DURING the past four or five years there has been a growing feeling regarding certain phases of the life and work of a foreman as he has been found in West Virginia. He is, generally speaking, a young man and has a desire to make good. He is a human being with his likes and dislikes, his love for his family and a regard for his work that is causing him to be a searcher after truth. To this end he is reading a great deal and it would surprise some of his superintendents to know what he is reading. Many of the latter think of him as an ostrich with his head thoroughly imbedded in something, failing to realize that the foreman needs to be trained for his work. Management may be able to control many activities and direct much of the reading and work of their foremen, but there is one thing that it cannot do, it cannot stop a man from thinking. As long as a man has a mind he is going to use it. From these premises the question springs: How can the study and outside reading of foremen be best guided so that they will make the most of their effort to their own profit and for the benefit of their job?

In West Virginia it has been found that foremen are interested in how best to handle men. How can I best get along with the habitually careless man? With the fellow who is consistently late? With the fellow who wants to run the place? With the fellow who is crabbed and cross? With the fellow who is lazy? With the fellow who has little interest in his work? Of course the easiest thing to do is to fire the man. That rids you of the fellow and lets the rest of the gang know that you have authority. But that action does not necessarily help either the man or the company, specially so when it may cost the latter $200.00 to train someone to take his place. This question of personnel is one of the big things of industry, for millions of dollars have been spent on industrial research, but one of the biggest items of expense and one of the most variable of all things, the human equation, has not been studied nor has a concerted effort been made to understand him. It is a good day for industry when the foremen sit around a table and in an informal way discuss their problems of handling men. It is a live question that they are confronted with each day and as they learn to pool their experiences they will be better able to meet these situations as they arise. The corner stone of American education is training for leadership of men and no one thing will be productive of bigger dividends than foremen trained in the art of handling those under them.

It has also found that a foreman is interested in economics. He hears and reads of the problems that come up in the organization of a company, financing, and management and he is interested in knowing something of the underlying principles. He likes to be able to understand something of his reading in the daily paper and the magazines. He wants to know the differences between the various kinds of organizations. He likes to know the items that go to make up the cost of an article. Such knowledge, given in the light of his experience and work, enables him to talk intelligently to his men about their responsibility to each other and the company. If the workman on a machine has been led to understand the various items that go to make up the cost of the machine he is operating, he is going to take more interest in keeping that machine in good working condition and at the same time in getting all of the work out of it he can. The foreman is in a position to set his men straight in their thinking, if he knows the road himself. The fact that he is in the midst of an economic situation makes it possible to draw actual problems and cases from his own work.

Business law has been exteremely interesting to men in minor executive positions. It is well for them to know their workman's compensation Act, to know their responsibility and liability under certain conditions. They like to know something of owning property, patent law, and agencies. Patent law always has a strong appeal because many men have either secured a patent or have ambitions in that direction. You say this has nothing to do with a man's job, but when you stop to think that a man always brings a lot of outside problems with him to work, it does have a place. If a man knows he should have the title to a place examined before he pays any on it, he is likely to come to work in a far better frame of mind than he will some time later when he finds out that he has paid a man for something the man had no right to sell. It is not that in such a law course that you are going to train a man to look up titles to property, but rather that you are going to impress on him the importance of having a reliable person do this for him, even if it does cost him a few dollars. Some organizations provide legal service for their employees so that their minds may be free to give full attention to their work.

Industrial management is another thing that has been of interest and benefit to the foreman. Two foremen of storage and shipping departments reorganized their storage space and put in a perpetual inventory that worked. Another man rearranged his shop so that he might get a better flow of work, others made an intensive study of their plant layouts to see if improvements could be made. Satisfaction comes to those who can make improvements and to those who realize that they are working under the best plan. It is an interesting thing to see the change that comes over a man when he first learns of planning his work ahead and having a schedule board for jobs and machines. He quickly learns the advantage of such devices as will enable him to keep up his production and lower his costs. Here, again, the foreman's daily job is his next book. Under trained leadership he studies his own practical problems and learns to apply principles of management to his own shop. Text books may be of service, on the other hand much lasting good can come from the round table conference method of drawing out material from men rather than the pouring in process indulged in by so many instructors.

The foreman is a man of experience and it is not a good thing to insult his intelligence by failing to recognize his ability and experience. On the other hand it is a good thing to introduce him to some good books along his line so that he will learn to derive lessons from

(*Continued on page twenty-nine*)

SHIP'S NEWS

C. F. Pezz Company,
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813 N. Franklin,
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August 22, 1928.

Gentlemen:

The Board of Education of Lansing, Michigan, recently purchased a full cylinder blueprint machine in accordance with the specifications which I wrote out, after having advice from your man at the convention of the American Vocational Association at Indianapolis. I feel sure that this machine will take care of all the blueprinting needs, both for instructional and administrative purposes, for the system. We have a nice place for it at Central High School Building. The crated machine now lies on its side in the basement of Central High School building, and I need some advice concerning its installation. There is no elevator and the machine is very heavy.

1. Shall we manage to get it to the third floor as it is, or do you advise uncrating and transporting the disassembled parts up the stair case?

2. Kindly send such documents as have cuts of this particular machine, and give other data sheets which are available concerning its design and operation.

3. If I remember correctly, your representative mentioned a reasonable amount of personal attention on the job when it came time to erect and operate the machine. What accommodations are we to expect in this regard at present?

As was recently reported in the columns of this magazine, the Irish Free State has turned its thoughts to education in commerce. During this summer the Department of Education established its first courses in the commercial subjects of typewriting, Irish, and Gregg Shorthand at the Rathmines Technical Institute. The work was conducted under the supervision of Dr. John F. Burke, Inspector of Commercial Education of the Irish Free State, and the class was in charge of Mr. R. O'Conor, of Dublin.

Realizing the value of practical demonstrations, Miss Peggy Gibbons, of Cork, the young expert shorthand writer trained at the Birmingham Gregg School and Miss Betty Woudstra were called upon to demonstrate in speed shorthand and typewriting respectively. Members of the press representing the Dublin Evening Mail, the Irish Independent, the Weekly Independent, the Sunday Independent and the Evening Herald witnessed the demonstrations and reported favorably on the steps that had been taken by the government in the field of commercial education.

Mr. R. Connolly showed that shorthand had been adapted to Gaelic by writing in this language on the blackboard, which was read back by one of the teachers in the class.

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FOREMAN TRAINING IN WEST VIRGINIA

(Continued from page twenty-seven)

the printed page and to have respect for the views of others as set down in print.

The state has a responsibility for the training of these men and it should lose no opportunity to assume its rightful place of leadership in these matters. It may take the form of training group conference leaders for various industries so each plant will have its own leader for work among the foreman or it may take the form of short courses given for foremen wherein for eight to twelve lessons some particular line of work is followed. The latter has been used with success in West Virginia and we are now starting on the first, the results of which remain to be seen.

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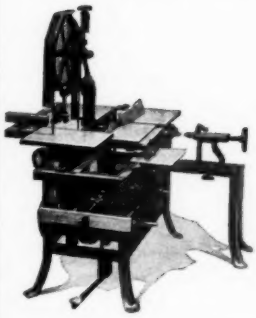

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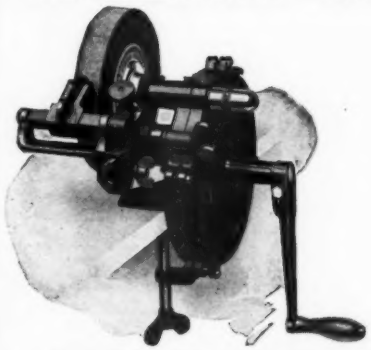

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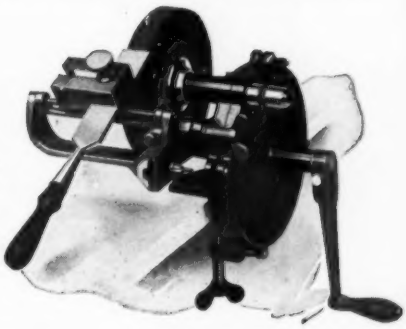

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Dr. Charles A. Prosser's chapter, "A Forecast and a Prophecy."

Dr. Prosser says:

"Education is rapidly swinging around to the idea that what citizens need most is not exposure to standard knowledge but the ability to meet the situation of life. Only those have this ability who have learned somehow to analyze every problem they meet; to find what usable facts are necessary to solve it; to take stock of the usable facts they already know that apply; to get the missing facts they need; to think with these facts, in order to arrive at decisions; to use these decisions to make a plan; to execute this plan of meeting the problem; to check up the results; and to profit from the experience by improving this procedure on the next problem. This is precisely what all real vocational and practical arts education does for pupils and no other school work with the possible exception of laboratory work in science, has any comparable facilities for such training. In proportion as vocational experiences are made real, the vocational school excels the science laboratory as a training device for teaching thinking as well as doing."

See the book on approval

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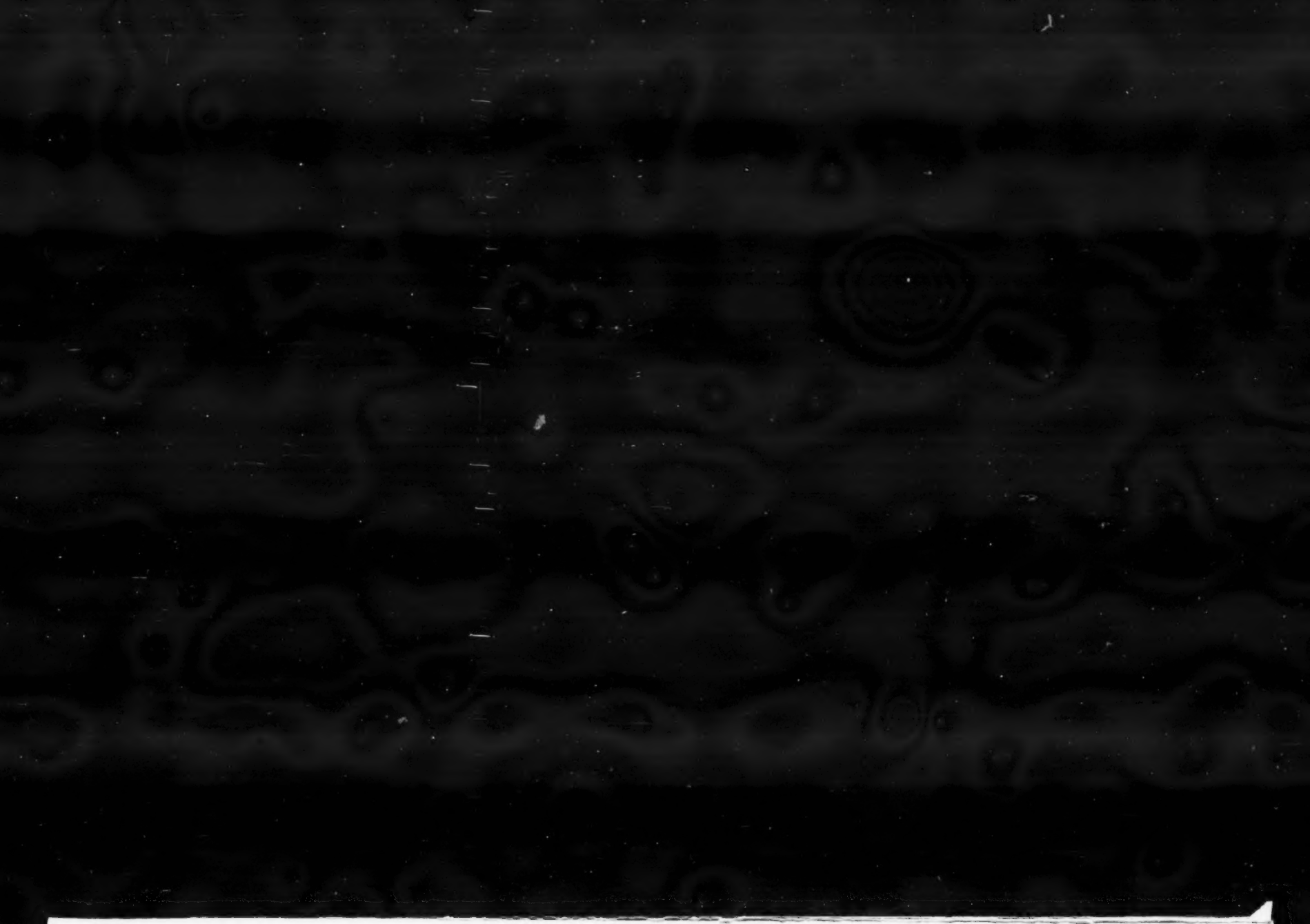
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